



Workplace Learning for Community Archaeologists:

A Skills for the Future project, 2011 – 2015



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Workplace Learning for Community Archaeologists

A Skills for the Future project, 2011 – 2015

Summary

In the four years from 2011–2015 the Council for British Archaeology (CBA), supported by funding from the Heritage Lottery Fund, English Heritage, Cadw and the Headley Trust, provided 51 year-long work placements in community archaeology. The placements were delivered in partnership with archaeology organisations across the UK.

The CBA's vision is archaeology for all. We believe passionately that what archaeology can do is fundamental to society, and that it can enrich all our lives. The practice of archaeology is now stretched to maintain its achievements as never before, yet public interest in archaeology has never been stronger. With an unrivalled network of national and regional groups, the CBA is the one organisation that can enable people across the UK to protect and celebrate their archaeological heritage. This project was part of our mission to enable wider participation and to provide opportunities for people to make active contributions to archaeology.

Our project succeeded in developing a wide-reaching network of highly skilled community archaeologists, and in demonstrating the effectiveness of workplace learning. It enhanced relationships between community groups and professional archaeologists across the UK, demonstrating the many benefits of community archaeology and showing that there is an ongoing need and demand for specialist community archaeologists.

Our partners

Archaeological Research Services Ltd
Archaeological Services WYAS
Archaeology Scotland
Bristol City Museums
Cadw
Canterbury Archaeological Trust
Centre for Applied Archaeology, Salford University
Clwyd-Powys Archaeological Trust
Cornwall County Council
Dyfed Archaeological Trust
English Heritage
Glamorgan-Gwent Archaeological Trust
Gwynedd Archaeological Trust
Headland Archaeology Ltd
Heritage Lottery Fund
Heritage Trust of Lincolnshire
Historic Scotland
Ironbridge Gorge Museums Trust
Kent County Council
Lake District National Park Authority
Leicester University
Leicestershire County Council
MOLA
National Museums Liverpool

National Museum Wales
National Trust Wales
Norfolk Historic Environment Services
Northlight Heritage
Northumberland National Park Authority
Oxford University Department for Continuing Education
Royal Commission on the Ancient and Historical Monuments of Scotland
Royal Commission on the Ancient and Historical Monuments of Wales
SCAPE Trust
Scottish Canals
Somerset County Council
Stirling Council
Suffolk County Council
Surrey County Archaeological Unit
Trent and Peak Archaeology
Tyne and Wear Archives and Museums Archaeology
Wessex Archaeology
Worcestershire Archive and Archaeology Service
York Archaeological Trust
Yorkshire Dales National Park Authority

What we set out to achieve

Community archaeology in the UK is thriving. Community archaeology enables a wide range of people to get directly involved in the preservation, investigation and enjoyment of their local heritage in constructive and meaningful ways. Community groups will play an increasingly important role in the future of archaeology and, as such, it is vital that the archaeological community develops the skills needed to work closely with this growing body of individuals.

A 2010 survey conducted by the CBA (which can be downloaded from www.archaeologyuk.org/research-publications), identified a significant increase in new community archaeology groups across the UK. Many of the new groups drew in a diverse set of people who were full of enthusiasm but often had no formal academic or practical training in archaeological theory and method. This was compounded by a lack of consistently good community collaboration from archaeological organisations, and a reduction in archaeological education opportunities across the UK. Our research showed that these groups and individuals were often unsure where to go to get the support, information and training they wanted. This is particularly important in the light that archaeological heritage is a finite resource: any investigation, particularly excavation, must be carefully recorded and the information archived and shared.

In order to enable the development of community archaeology in a more strategic way, and provide the archaeology sector with an appropriately skilled workforce to lead this development, the CBA set out to provide training that redefined the way in which the profession looked at community archaeology.

In our original project we aimed to provide 27 placement opportunities for people with existing knowledge or experience of archaeology who wished to build on this to gain new skills and learn how to work effectively in community archaeology. An extension of our Heritage Lottery Fund grant enabled us to provide a further 24 placements which had a special focus on working with young people in archaeology.

The project was structured by a central Training Co-ordinator and the training provided by host organisations across the UK. A rigorous selection process ensured that these hosts had strong expertise in community archaeology and were able to support the trainees in gaining useful and practicable new skills. The Training Co-ordinator provided materials for assessing the trainees' learning needs, as well as training and guidance to host organisations to develop their skills in supporting continual professional development. The trainees were offered the opportunity to accredit their learning through a nationally recognised formal qualification.

The trainees were supported by mentors at their host organisations outside their formal management structure. The Training Co-ordinator encouraged and created opportunities for the trainees and their hosts to share their experiences in person and through remote networking. A series of template documents were provided for the assessment of trainees' learning needs and monitoring of their professional development (see Appendices).

Our project further aimed to gather materials to share across the sector which would demonstrate best practice in the thriving world of community archaeology, and illustrate some of the many positive outcomes to which widening participation in archaeology can lead.

Overall, we wanted to develop a group of individuals who had increased their employability and could lead the sector in community archaeology.

Case study: Edward Davies spent his year's training placement with the Dyfed Archaeological Trust (DAT). An intertidal wreck site provided a fantastic opportunity for community training.

"A site in Lawrenny, Pembrokeshire was identified as being suitable for study by beginners. The programme for each day was dictated by the tide and so was arranged to consist of morning classroom sessions, dealing with safety, theory, method and terminology, two practical sessions on site with a break for lunch in between, followed by a dissemination and transition of results from the fieldwork back in the classroom. The aims for the weekend were to introduce the volunteers to intertidal archaeological survey, basic archaeological research and to begin the survey work on a wreck site that was previously unrecorded and poorly understood. It was intended that the volunteers would acquire sufficient skills and experience to enable them to repeat this kind of survey on other sites, and to share their knowledge among their various community groups and societies.

"DAT was involved in the Arfordir (Welsh for 'coastline') project, which was set up to engage volunteers in recording, understanding and monitoring changes in our coastal heritage. There was great demand for practical training as well as great interest in the archaeology of coastlines. We ran this course in partnership with the Nautical Archaeological Society (NAS). People who took part in this course were involved in local groups including the West Wales Maritime Heritage Society and Abermawr Rapid Response Recording Group.

"Everyone who took part in the course agreed that they had increased their understanding of intertidal and nautical archaeology, the dangers of working on intertidal sites, skills in survey and recording techniques, and how to use documentary research to inform field research.

"Lawrenny villagers were invited to a talk by William Turner of the NAS to hear about the discoveries of the vessel's past, including her previously unknown real name, 'Helping Hand'. Local people were delighted that this opportunity had arisen and expressed a

desire for the site to be used again in future, and perhaps to undertake some of the work themselves.

“Through the provision of training in practical recording and survey skills that do not require highly technical equipment, DAT is seeking to enable communities and groups to continue with their own projects. One of the previous Community Archaeology Training Placements at DAT worked with her counterpart at Glamorgan Gwent Archaeological Trust to put together a plane-table surveying kit for use by community groups and volunteers, at each of the Trusts. The kit at DAT has been used frequently since to train volunteers in surveying techniques and by trained volunteers on their own projects. We are now putting together a similar intertidal recording kit for the use of local groups.”



Edward Davies and trainees at the wreck of the ‘Helping Hand’

What actually happened?

The project delivered three ‘cohorts’ of training placements for community archaeologists and two cohorts of placements for community archaeologists specialising in working with young people, with 51 trainees in total. Training took place on the job, managed remotely by the CBA Training Co-ordinator and delivered on the ground by experienced staff within the host organisations using methods such as one-to-one coaching, shadowing, guided self-learning and mentoring.

In evaluation carried out with the trainees and their line managers and mentors, the majority (83%) believed that the project’s year-long placements delivered the necessary skills for a community archaeologist to practice with minimal supervision.

To ensure good quality training placements, a system of evaluating host organisations was developed. This included an applicants’ pack which specified the process and the kinds of evidence that needed to be submitted to be considered as a host. It outlined the aims and objectives of the project, the time and line management commitments expected, as well as other financial and in-kind commitments. Evidence needed for consideration as a host included proof of successful delivery of community archaeology and engagement projects, and support for staff and learner development. Evidence was assessed against essential and desirable criteria and on geographical location to ensure good coverage.

The placements were planned and managed in line with the work-based learning model piloted by the Chartered Institute for Archaeologists (CIfA) with their Workplace Learning Bursaries project. Each placement was planned and measured using a Training Plan distilled into a bespoke Individual Learning Agreement (ILA). Within the ILA, learning goals were set depending on skills already held by an individual and a particular organisation's capacity to train in specific areas of practice.

The ILA was used to monitor progress through regular reviews, and at the same time trainees gathered evidence of their learning for accreditation through an NVQ in Archaeological Practice, or for personal portfolios. A suite of reporting forms including a learning log and monthly journal were submitted by trainees to provide additional feedback on the progress of each placement.

With funding provided by English Heritage and Cadw, the trainees were given opportunities to deliver archaeology training to community groups in England and Wales. Through these, the project helped a wide range of people to develop new skills and confidence in their practice of archaeology.

At the time of writing we were able to find out what 36 of our 51 trainees were doing. Of these, 27 were employed in the archaeology sector, 15 of whom were in dedicated community roles. Four had gone on to further study.

Case study: Gemma Stewart completed her community archaeology training placement with the Northumberland National Park Authority. In June 2013 she provided training and resources for local people about archaeological recording.

"The course was developed in collaboration with the Coquetdale Community Archaeology Group (CCA) and the Till Valley Archaeology Society (TilVas), both of which are based in the National Park.

"The training was practical and covered all aspects of recording, from the procedure for excavating a feature, labelling environmental samples and finds, taking record photographs, basic drawing conventions, drawing sections and plans, completing a context record form, basic stratigraphy (recording cuts, deposits, stratigraphic relationships), and feature interpretation.



Gemma Stewart
at Hadrian's Wall

"The information pack produced for the course is available online as a resource to be used on community archaeology projects. Printed and laminated copies were also produced to be loaned out to community groups in the Park. The pack can be downloaded from <http://www.isgap.org.uk/docs/16c>

"The information pack on archaeological excavation and recording techniques was a massive success. It proved to be very useful when discussing the different topics and especially during the completing context sheets activity. Having a visual reference guide meant that confidence levels and levels of understanding rose.

"Everyone who took part in the course found it useful and enjoyable, and repeated requests for more training over a longer period of time. There was a strong indication that participants preferred the practical aspects of the training, and would like more time to practice their new skills on a range of sites."



Planning
practice

What makes a great community archaeologist?

This project has demonstrated that there can be no narrow definition of the role of community archaeologist. Based on our survey of host organisations, these are the most important skills needed by a community archaeologist, as ranked by those employers:

1. Enthusiasm/passion
2. Communication skills
3. Friendliness/approachability
4. Archaeological skills and knowledge
5. General heritage knowledge and experience
6. People/interpersonal skills
7. Flexibility
8. Organisational skills
9. Confidence
10. Professional respect
11. Good sense of humour
12. Empathy
13. Patience/persistence
14. Imagination

However, our survey of our former trainees revealed some different priorities:

1. Project management (time management, financial control)
2. Preparing reports and archives
3. Working with volunteers and volunteer management
4. Marketing projects/networking/social media
5. Developing and delivering workshops
6. Improvisation
7. Event planning
8. Technical archaeological/management skills

These differences might have implications for how managers support the development of their staff, for future training priorities, and for how prospective community archaeologists develop and present themselves. The employers' focus on character attributes and interpersonal skills is particularly interesting to note.

In order for trained community archaeologists to make the most of their experiences on this project, sustaining and enhancing their skills will be vital. We asked the trainees and employers what topics they would find useful for continuing professional development among trained community archaeologists. These were their suggestions:

1. Project management and development
2. Fundraising
3. Social media
4. Managing volunteers
5. Writing for the public
6. Presentation/public speaking
7. Keeping up to date with changes in the school curriculum
8. Volunteering with an archaeological unit
9. Keeping up to date on legislation and guidance
10. Networking

Case Study: Marc Cox spent a year working jointly between the Heritage Centre in Taunton and the Avalon Marshes Centre on the Somerset Levels.

"Under the supervision of Dr Richard Brunning (the Senior Levels & Moors Archaeologist), I helped orchestrate the cultural heritage component of the Avalon Marshes Landscape Partnership project.

"This multifaceted project brought together a wealth of different archaeological components, from full-scale excavation of a medieval priory to the reconstruction of a Roman dining room. The latter of these, fell under a new community-led volunteer group dedicated to experimental archaeology, titled 'Hands on Heritage'.

"'Hands on Heritage' became the focus of my placement, running every Wednesday from May 2013 (and continuing on into the future). We undertook a number of projects through this group, training the members in a raft of different ancient technologies and traditional woodworking skills. We carved out two prehistoric canoes, learnt how to cast bronze, experimented with iron smelting, helped construct the stone walls of the Romano-British building, made Iron Age furniture from split and hewn oak, and quite a lot more. Over the course of my placement we totalled well over 1000 recorded

volunteer hours for the 'Hands on Heritage' group, which has only grown and swelled in the time since. During my placement I created a thriving website and blog to document our adventures www.avalonarchaeology.wordpress.com.

"As mentioned above, we also conducted a number of more 'mainstream' archaeological outreach events. Most of these centred around the CBA's Festival of Archaeology, including test pitting for Mesolithic remains on the sand islands that dot the Levels and running a Hands-on Stone Age Day in Glastonbury (which involved archery with a replica Meare Heath Bow, Atlatl throwing competition, shelter building and flint knapping demos).



Marc Cox explains traditional woodworking skills

"The 'big dig' over that summer was the hunt for the site of a known medieval priory within the village of Burtle. It produced some incredible artefacts, including a beautifully carved stone mortar and a high-tin bronze, decorated posnet (like a skillet). However, although we had these objects and a vast series of medieval features including a reasonably well-preserved burial, no evidence for the structure of the priory itself could be discerned.

"On top of all that, I worked with college and school groups, excavated Roman lead coffins, dug the ramparts of Ham Hill Hillfort, gave various talks, lectures and tours around the county, identified finds at a Metal Detecting Rally, ran ancient craft demonstrations, and helped organise one of the largest open days of an excavation in the county so far, at Longforth Farm."

Our approach to workplace learning

When asked if the workplace learning model used in the project was an effective training approach, all but one respondent believed the model worked well and met the needs of those with different learning needs and backgrounds. One respondent believed that workplace learning always needs complementary formal teaching and one-to-one supervision to succeed. None of the respondents believed that formal courses or academic teaching alone were effective methods of training for community archaeologists. Bringing together practitioners or peers to share good practice was also believed to be a highly effective means of training.

While the immersive workplace learning provided by the project proved very successful, the effectiveness of the templates and structure provided for assessing and monitoring professional development is less clear. The rate of return of monthly journals and learning logs among trainees was very variable. There are many organisational and individual factors which could have contributed to this, but the lesson is surely that any system for assessing and monitoring professional development must be flexible enough to suit a whole range of learners and situations: one size does not fit all. The documents used during this project are appended to this report as a template for others to use.

Evidence collected during this project suggests that the desire to demonstrate knowledge and experience through participation in recognised accreditation is not high among the project alumni. At the time of writing, only one third of trainees had completed the NVQ in Archaeological Practice, and only one quarter had joined a professional institute. In comparison, half of the employer respondents to our evaluation said the NVQ demonstrated a good level of competence in those who had gained it. However, one quarter of employer respondents believed the qualification was not necessary if a person already had academic qualifications in the field. When asked what knowledge and skills staff within the host organisations have developed during the project, almost all identified mentoring, coaching and managing skills as those most significantly developed. The following were believed to be the most developed skills:

1. Mentoring
2. Managing people
3. Training and coaching
4. Providing constructive feedback
5. Conducting appraisals
6. Project management
7. Performance management
8. Motivating others
9. Conducting effective meetings
10. Resolving conflict
11. Time management
12. Creative problem solving
13. Using the National Occupational Standards
14. NVQ assessing

Case study: Hannah Potter completed her training year with Surrey County Archaeological Unit. She ran sessions for local volunteers to give them new skills and added inspiration to take part in fieldwork.

"The first day focused on the basics of environmental archaeology. It included the excavation of a burnt down reconstructed roundhouse at Sayers Croft to learn about taking samples for environmental analysis and how they can be used by archaeologists to recreate the past.



Hannah Potter, trainee with
Surrey County Archaeological Unit

"The course began with an introduction to the site, roundhouses in archaeology, and the uses of environmental archaeology. One group surveyed the site and created a plan so we could record where samples were taken. The other group started excavating the remains of the burnt out reconstructed roundhouse to prepare it for sampling. This group were then taught to fill in all the documentation associated with environmental sampling and how to take a suitable sample. They were also taught how to take photos of the site and its various features, as well as learning to draw sections and details of features that had been sampled. The two groups then swapped over, giving them both a chance to have a go at each activity.

"At the end of the day we joined the groups back together and went through what happens to the samples when they come off site.

The talks covered the different ways of sieving and sorting the samples, as well as what might be found in samples and how it can be useful to us and used to reconstruct the past. This was followed by a question and answer session.

"The feedback from the returned evaluation forms was very positive, with participants finding the practical experience of working on a real site particularly useful. We tried to cover several different skills that relate to environmental archaeology on site, including surveying, taking samples, recording and excavating. This is reflected in the positive comments about the day and the variety of skills participants were able to gain and develop.

"The aim of this course was to provide volunteers with a basic introduction to environmental archaeology, with the hope they would pursue this further and assist with sorting environmental samples at the Surrey History Centre from several sites around Surrey. Since the course, several volunteers have been motivated to continue their interest, participating in a three-day Basic Skills in Archaeology Course earning them an AQA qualification. Others now regularly volunteer at the Surrey History Centre, processing and sorting environmental samples, using the skills and understanding they gained from the training day. It is hoped that these regular weekly sessions are going to continue, as more samples from community excavations have arrived over the summer.

The regular volunteers also now feel confident enough to supervise inexperienced volunteers and pass on their knowledge and skills. There are now around ten regular volunteers who feel confident in working with environmental samples and attend our weekly volunteering sessions, which we hope to continue."



Course participants practice planning skills

What does the future hold for community archaeology?

Our project has a significant legacy for community archaeology in the UK. First among these is the network which now exists of expert, experienced and enthusiastic community archaeologists who have taken part in the training placements. The majority of the project's trainees have stayed in the archaeology sector following their placements, and a number of them are already in influential roles. Over time, the impact of the whole cohort of trainees on UK archaeology will undoubtedly be great.

Several initiatives to support the sharing and promotion of good practice in community archaeology have come out of the CBA's and the trainees' work in this area. This includes the ClfA's voluntary and community archaeology special interest group (www.archaeologists.net/groups/voluntary) and our own online community archaeology forum (www.archaeologyuk.org/forums). The Cadw Community Archaeology Framework was influenced by the work of our trainees in Wales, during and after their placements.

When asked what good practice was showcased by the project, respondents to our evaluation survey answered that it demonstrated the following to the sector and others:

1. The importance of aptitude and drive in the selection of trainees
2. The quality of the workplace learning model
3. The importance of a dedicated role in community archaeology to an organisation and the opportunities it offers
4. The possibility of training a specialist practitioner in a year, if selected carefully
5. That there is a market, interest and demand for community archaeology
6. The ability of a community archaeologist to raise the profile of the organisation
7. The value of sector-wide collaboration in skills development
8. The ability of a single project to generate a group of practitioners who will be extremely influential on the development of UK archaeology

Respondents had shared aspects of good practice associated with the project both within and outside the sector, in particular to funding bodies and overseeing organisations. Approximately 70% of trainees published work undertaken as part of the project with positive results.

To sustain job roles in community archaeology, there needs to be a market (in business, central funding or community terms) for community archaeology skills. Respondents were asked what they had done in association with the project or beyond it, to raise the profile of community archaeology and increase market demand. Activities included, in order of most to least mentioned:

1. Open days
2. Training courses
3. Supporting the Young Archaeologists' Club
4. Supporting local societies
5. Use of the press, web-based advertising, social media
6. Free talks

When asked what benefits the project had brought to the host organisations, answers included:

1. New projects
2. New contacts/clients
3. A clearer understanding of the cost and benefits of community archaeology within the organisation and better management of community projects
4. Improved ability to host events/training for volunteers
5. Confidence to take on further trainees
6. Better skilled volunteers and communication with voluntary groups

The jobs market for community archaeologists remains relatively small, despite the potential benefits that employers believe community archaeologists can bring, as proven by this project. Four employer respondents to the surveys believed the project had changed the way they thought about business development, including one who is supporting the potential development of a community archaeology role within their (commercial) organisation as a result of their experience on the project.

When asked whether hosting a trainee had encouraged the organisation to think of training someone in future, all respondents said that it had. Half of employer respondents said there had been no change in the way their organisation worked as a result of hosting a trainee, however half felt that it had enhanced the way they thought about training and staff development. Approximately half of trainees believed they would in the future have the opportunity to train others.

Some of the project's greatest successes have been in increasing collaboration between professional and voluntary archaeologists, strengthening networks and increasing support for lifelong learning. These successes can be illustrated through an example. Kerry Massheder, who completed her placement with National Museums Liverpool, followed up participants from an oral history workshop a month later to see what impact the course had. Participants from 'Hidden Liverpool' had just started an oral history project to explore memories of empty buildings in Liverpool City Centre. Kerry went to deliver further training to their volunteers and lent them the dictaphones purchased for the original workshop. Kerry was also able to help participants from The Reader Organisation and Calday Grange Grammar School

to include community archaeology and oral history in their respective 'Calderstones' and 'Calday 1636' projects. Course participants included oral history in a successful Heritage Lottery Fund bid for the 'Rainsford's Roots' project, and a participant from the University of Central Lancashire was setting up an oral history project on behalf of the Sefton Landscape Partnership as a direct result of attending the workshop. As this example demonstrates, the project has surely impacted upon many more people and projects than are reflected in our performance indicators.

Evaluation of the training courses our trainees provided for community groups also demonstrated that there is a huge appetite among volunteer archaeologists for further opportunities to increase their skills and confidence in archaeological research, particularly for more in-depth practical experiences. The range of subjects requested was vast, and included:

- Historic buildings: architecture, recording, materials, building techniques, historic town planning
- Documentary research: historic maps, understanding documentary sources, parish history
- Field skills: geophysics, survey, identifying deserted medieval villages (DMVs), recording, post-excavation analysis, fieldwalking, using Geographic Information Systems (GIS), intertidal archaeology, underwater archaeology
- Finds: pottery types, coins, metalwork, stone sculpture, heritage-at-risk monitoring, bone analysis, artefact drawing, conservation
- Project planning: research planning, finding funding, report writing, archiving, project design
- Sharing archaeology with others: teaching skills, engaging communities
- Experimental archaeology: boat building, flint knapping

Case Study: Megan Clement, trainee at Archaeological Services WYAS, on the 'My Place Project'

"The 'My Place Project' was a local heritage project run by the Education Team at West Yorkshire Joint Services, in partnership with Bradford Museums. It was a two-year Heritage Lottery funded project, and my placement with Archaeological Services WYAS commenced during the second year of the project. It focused on two areas, one in Bradford and one in Keighley, concentrating on local heritage and the communities there.

"Overall the project included involvement from 21 schools in Bradford and Keighley, a youth group and a group of adults with learning disabilities. The project did not only focus on archaeology but a number of heritage related subjects such as 'Health and Hygiene', 'Mill Owners', and 'Mapping and Migration'. To conclude the project a four-week excavation season was undertaken; two weeks' excavation at Cliffe Castle Museum in Keighley and two weeks at Bolling Hall Museum in Bradford. The site at Bolling Hall was reopened for two days during the Festival of Archaeology in 2014. There was also the chance to do some geophysics. Over four weeks, there were up to 60 school children on the site each day.

"My role within the project was to provide the children with knowledge of what archaeology is and what archaeologists do. My classroom sessions would also prepare them for an excavation. The children were able to handle real artefacts, try some simple map regression, put together a dog skeleton and recreate timelines for our sites.

"For me, one of the key aims for this project was that I wanted to encourage an enthusiasm for archaeology and history. I wanted to show the children that the cities they live in and the places they visited during the project are part of their heritage, thereby helping them to take ownership of it. The children who participated will, after all, influence the future of heritage management of these sites and if a sense of responsibility and understanding of importance is not instilled with them, then the risk is that heritage could be lost, through lack of appreciation and knowledge."



Children getting stuck into the 'My Place Project' excavations

"I think the real successes of this project were the participants; the children. For me, seeing children engaging in my vocation with such enthusiasm was very rewarding. The children I feel benefited the most from the project were the children who did not excel in school or who struggled to become engaged in the classroom; these children seemed to take to the excavation and excel here. Personally, these are the children I will remember."

"Overall, the 'My Place Project' was in my opinion a great success; it highlighted that everyone can engage in heritage in their own communities and it showed that outdoor learning can be beneficial to many children. I was honoured to be a part of it and I hope it provided the children with a sense of ownership and pride in their heritage."



Megan Clement delivers a session on animal bones

What can we learn from this project?

The first, very positive lesson we can take from this project is that workplace learning works. A year of immersive, on-the-job experience has been very effective in providing motivated individuals with the skills and knowledge to practice as community archaeologists.

A further lesson is that a flexible, personal approach to professional development is most effective. Learning takes place most effectively when conceived as a partnership between a motivated learner, their trainer, manager or mentor, and their organisation.

Evaluation of this project has identified a range of training needs for professional archaeologists which could be addressed through future projects. These are principally in the areas of funding, project management and interpersonal skills.

Finally, the project has demonstrated that effective community archaeologists provide very clear benefits to communities, the archaeology sector, and archaeology itself. There is a need for the archaeology sector to find ways to continue to train and employ community archaeologists, ideally without reliance on finite project funding. The value which members of community groups place on opportunities to develop and practice skills, and to conduct meaningful research, is significant. The demand for ongoing, reliable support from 'experts' is strong. Community archaeology will continue to grow: it is vital that the sector continues to support it.

Our key recommendations for the archaeology sector for the future are that:

1. We collaborate to embed workplace learning in the continuing professional development of archaeologists
2. The vocational skills developed by voluntary and professional archaeologists 'on the job' be recognised and valued
3. We work collaboratively with community archaeology groups across the UK to enable increased standards of archaeological practice on both sides
4. We develop programmes and projects to provide training, information and support to voluntary archaeology groups

Case study: Andrew Mayfield and Richard Taylor, supervisor and trainee at Kent County Council, reflect on their experience of the project.

"To be a community archaeologist you have to be a people person, with the ability to communicate clearly and enthuse an audience. You have to be able to work flexibly, master the art of delegation and the hands on/hands off approach. Volunteers want to feel that their contributions are valued! When we run our main summer excavation of a medieval manor, creating a sense of community on site is perhaps the most important aspect to its ongoing success. It is also necessary to develop as wide a range of expertise and archaeological knowledge as possible. In the Autumn of 2014 we found ourselves writing an article on a medieval manor, assessing its pottery assemblage, and supervising the machine backfilling of the site, whilst also excavating test pits on a rural Roman site, uncovering the remains of a World War One battery, examining Palaeolithic flints from the foreshore and reorganising the tool shed!"

"In Kent all of our work has come from funded projects with community archaeology elements. Once these projects are completed, the funding for the post ends. A refreshing aspect to the training placement project was that the funding was linked to a post, giving Richard some freedom in the projects and work he took on (including supporting PAS rescue excavations, numerous school visits, geophysics projects and our work at Shorne Woods Country Park and the Defence of Swale Project). Post funding also gives a community archaeologist greater capacity to respond to the needs of the community, over offering specific experiences tied to project work.

"One possible option we'd like to explore for the future of community archaeology in Kent is to forge a formal link with the county archaeological society and explore whether they can help part-fund a community archaeology liaison post. Using Richard's background in teaching we are also looking at ways of developing a Kent Curriculum for Schools, to meet the needs of teachers seeking advice and support introducing prehistory into the curriculum.

"We have demonstrated in Kent that community archaeology can have a huge impact on people's lives. We feel we can address not only education but health, social care and rehabilitation issues through community archaeology in Kent in the future.

"Community archaeology is undoubtedly the most rewarding branch of archaeology. It reaches across the sector from academia to commercial archaeology and its practitioners are perhaps uniquely placed with the skills they possess to act as archaeology advocates in the future."



Richard and Andrew
with volunteers on site

Thanks to all of our community archaeologists

Alice Forward	Kimberly Briscoe
Amy Mack	Kirsty Whittall
Angus Forshaw	Laura Joyner
Annie Partridge	Louise Gamble
Caroline Pudney	Marc Cox
Charlie Enright	Megan Clement
Chris Kolonko	Menna Bell
Claire Bradshaw	Natalia Bain
Courtney Nimura	Natasha Scullion
David Astbury	Richard Mikulski
Edward Davies	Richard Taylor
Ffion Reynolds	Richard Walker
Fiona Watson	Rob Hedge
Gemma Stewart	Sadie Williams
Genevieve Carver	Sam Pamment
Hannah Baxter	Samantha Boyle
Hannah Potter	Samantha Colclough
James Earley	Samantha Rowe
James Spry	Samuel Thomas
Janet Bailey	Sarah Rees
Joanne Robinson	Sarahjayne Clements
Kasia Litwa	Somayyeh Mottaghi-Taromsari
Katy Firth	Tegid Williams
Kelly Davies	Thomas Whitfield
Kerry Massheder	Viviana Culshaw
Kevin Grant	

Appendix 1: Personal Skills Audit template

This exercise is designed to help you evaluate your current skills and abilities. It focuses on the key skills that this project aims to develop to increase your confidence and capacity to work with the voluntary sector. You must complete this audit before going on to your placement. You can then look for development opportunities during your work experience.

Please answer all the questions by ticking one of the boxes.

Do not spend too long thinking about the answers, if you do not know if the question applies to you then tick 'don't know'. The audit should take no more than 15 minutes.

You are examining your skills as they are now, not trying to tick every Yes box.

There are no right or wrong answers.

Remember – some of these skills will already be familiar to you!

Personal Skills Audit		Yes	No	Don't Know
1	Do you make a point of listening attentively and seeking to understand what other people say?			
2	Have you recently given a presentation to more than five people?			
3	Have you recently worked with others, as part of a team, towards a goal or to complete a task?			
4	Do you consistently meet and/or exceed targets (i.e. deadlines)?			
5	Do you enjoy the challenge of solving problems?			
6	Do you regularly analyse your performance and try to learn from it?			
7	Do you identify ways of improving you own performance?			
8	Are you familiar with the functions of a calculator and confident in applying them?			
9	Are you able to use a variety of software packages (Word, Excel, etc.)?			
10	Can you quickly establish a rapport with someone you've never met before?			
11	Do you use a range of visual aids when giving a presentation, e.g. OHP's, flip chart, PowerPoint?			
12	Have you made a substantial contribution to the planning and co-ordination of a group's work?			
13	Do you plan ahead and work to a schedule to meet deadlines?			
14	Can you think of occasions when you have assimilated, analysed and evaluated large amounts of complex information?			
15	Are you able to make sound decisions quickly?			
16	Do you tend to reflect upon past experiences and re-apply the lessons learnt to new situations?			
17	Do you regularly write concise reports, summarising events or situations?			
18	Can you give feedback if asked?			

19	Are you able to capture the attention of an audience when you're giving a presentation?			
20	Do you make a conscious effort to understand how other people's ideas and opinions can enhance the team effort?			
21	Do you prioritise your work successfully?			
22	Do you try new ways of approaching problems, such as brainstorming, mind mapping?			
23	Do you set yourself challenging, yet achievable goals and targets?			
24	Do you respond readily to changing situations and priorities?			
25	Do you word-process your work regularly?			
26	Do you adapt what you write to the needs of the people who will read it?			
27	Are you able to explain a point of view verbally, in a way that is readily understandable by others?			
28	Have you accessed information on, or received training in making effective presentations?			
29	Do you actively recognise and respect the values and attitudes of others?			
30	Have you ever been responsible for scheduling the workload of others?			
31	Have you ever been required to apply theoretical knowledge to practical situations?			
32	Have you pursued activities outside of your everyday work/study requirements in order to enhance your personal development?			
33	Can you initiate change successfully?			
34	Do you manage your own financial affairs competently?			
35	Do you regularly use e-mail?			
36	Do you always check your written documents carefully for grammar and spelling mistakes?			
37	Have you recently negotiated with a group of people to reach a mutually agreeable decision about an important issue?			
38	Do you feel confident and competent in giving presentations to a variety of audiences?			
39	Do you have any recent experiences of motivating, directing and leading others?			
40	Can you effectively handle a range of activities simultaneously to meet deadlines?			
41	Do you actively assess the consequences of different courses of action?			
42	Do you normally perform to a standard beyond that which is demanded of you?			
43	Do you manage stress to remain effective when under pressure?			
44	Do you use IT to gather information e.g. The Internet, databases?			

Each question relates to one of the key skills.

To analyse the answers to your questions – tick those questions you answered yes to in the boxes below.

Key (transferable) Skill	Question						Score
Written Communication A	11	17	26	36			/4
Interpersonal Communication B	1	10	27	37			/4
Oral Presentation C	2	19	28	38			/4
Teamwork D	3	12	20	29	39		/5
Planning and organising E	4	13	21	30	40		/5
Problem Solving F	5	14	22	31	41		/5
Initiative G	15	18	23	32	42		/5
Numeracy N	8	34					/2
Adaptability H	6	7	16	24	33	43	/5
Computer Literacy I	9	25	35	44			/4

Identifying areas for development

Examine your scoring of the audit. Which skills do you feel need to be developed? Even your strengths can be built upon.

Remember – This is your assessment of the skills you want to develop. Whilst they form part of your ongoing assessment there are no right and wrong answers.

Choose 3 of the skills from the audit that you would like to develop. In conjunction with your placement mentor, try to identify potential opportunities on your placement that you could use to build your skills.

Appendix 2: Individual Learning Agreement template

Section 1 – Bursary holder information

Name:	
Email Address:	
Contact numbers:	

Section 2 – Placement host information

Name of Placement Host:		
Training Placement Title:		
Placement Description:		
Office/Site based time (%):		
Staff name	Contact	Responsibility [Subject/area responsibility]
		Placement Supervisor/Line Manager
		Mentor

Section 3 – Achievements/qualifications taken to date

Type of qualification	Subject	Result/date

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Section 4 – Placement objectives and specific learning goals

(To be filled in at the beginning of the placement and reviewed at 6 months and 12 months)

Specific learning goals	How will this be achieved?	How will they be measured?	By when?	Who can help?

Signatures

Bursary holder:

Supervisor:

Section 5 – Six Month Formal Review

Please review between manager and trainee, the degree to which you have progressed towards the objectives identified in your initial assessment.

Bursary holder's review of success so far in meeting goals, leading to amendment of targets/ strategies and/or agreement of new targets and new goals:		
Bursary holder's summary of their key learning during placement, what was helpful in this achievement and what was blocking any achievement:		
Progress to date	Areas where timetable has slipped/problem areas	Action plan
Progress towards placement objectives (learning goals):		
Other skills/goals additional to those listed in the section 4:		
Additional support required:		

Signatures

Bursary holder:

Supervisor:

Section 6 - Exit Review

Please review between manager and trainee, the degree to which you have progressed towards the objectives identified in your initial assessment.

Learning Goal		Progress to date	
Bursary holder's review of how successful action plan was in meeting objectives:			
Outline of next step/progress and options available:			
Bursary holder's summary of their key learning during placement, what was helpful in this achievement and what was blocking any achievement:			
NOS (NVQ) units completed	NOS (NVQ) units submitted for assessment	Planned completion date	Actual completion date
Future action plan:			

Signatures

Bursary holder:

Supervisor:

Appendix 3: Learning Log template

Learning Log Sheet	WEEK (2,4,6 etc)
Name:	
Placement:	
Activity:	
Describe the context for this activity:	
Describe your contribution to the activity:	
You may wish to note any Key Skills that apply:	
What improvements would you make?	
Brief summary of the important issues:	

Appendix 4: Monthly Journal template

Journal Sheet	Evidence attached
<p>Date:</p> <p>Here is where you write what you have been doing this week</p> <p><i>“Highlight of the week”:</i> Was something particularly memorable?</p>	
<p>Date:</p> <p><i>“Highlight of the week”:</i></p>	
<p>Date:</p> <p><i>“Highlight of the week”:</i></p>	
<p>Date:</p> <p><i>“Highlight of the week”:</i></p>	