

5 Example learning outcomes document

Learning Goals (LG)	National Occupational Standards (NOS) to be met	Learning activities and tasks	Who will support the trainee with this goal?
1 Learn how to collect and analyse information and report on results as part of the research process	CCAPAC1	The trainee will learn the process for accessing and using different information sources to inform current work, including identification, verification and use of primary and secondary sources and different ways of reporting results to different audiences	
2 Learn how to operate safely and follow Health and Safety and security procedures in the workplace; to be able to respond to emergencies and assist in the security of the workplace.	CCSAPAH10	Completion of Health and Safety Checklist, completion of risk assessments; receive training in organisation's Health and Safety procedures. Undertake risk assessment, manual handling and other H&S training as appropriate. Production of a risk assessment. Assessing health and safety issues on site	Health & Safety officer
3 Learn how to plan for your own professional development, to manage your time and resources effectively and to understand the ethical and legal framework that apply to your area of professional practice	CCSAPAJ3	The trainee will learn how to assess their own level of skill and identify development needs to create a personal development plan and CPD log. They will learn how to plan their time and make efficient use of the resources available to them, accessing support from colleagues as necessary and delegating tasks where appropriate. The trainee will develop an understanding of the legal, policy and ethical frameworks governing their role as a professional archaeologist	Senior team members
4 Contribute to intrusive investigations	CCSAPAC5	Conduct archaeological site investigations. Record archaeology utilising multiple differing methods. Identify and excavate a wide variety of archaeological features. Learn about a range of site processes, recording and working practices	Senior team members
5 Contribute to non-intrusive investigations	CCSAPAC3	Assist with site survey work, geophysical survey, topographic survey as appropriate. Understand different techniques and recoding methods. Understand how non-intrusive survey contributes to the wider project	Senior team members

For more information, or to discuss a potential training position, please contact anna.welch@archaeologists.net. Further information and guidance for trainees can be found at <http://www.archaeologists.net/Gettingstarted>

Criteria for ClfA approved training posts

Practitioner level

1 Training posts

ClfA recognises the value of structured on-the-job learning in all aspects of archaeology. Training positions are a valuable way for archaeologists to gain skills and experience in real work situations. However, this cannot be done at the expense of professional standards or risk to the limited archaeological resource. ClfA issues the following guidance to promote the importance of structured training while at the same time safeguarding high standards of ethical and responsible behaviour.

Through its Code of Conduct and published standards, ClfA insists that *inter alia* archaeologists shall only undertake work for which they are adequately qualified (Rule 1.4); shall apply with all applicable laws (Rule 1.6); shall have due regard for terms of employment and career development (Rule 6.6); and have a duty, not only to observe the Code, but to encourage others to do likewise (Rule 1.12).

The minimum level of competence to be expected of any practising archaeologist shall be equivalent to that required for Practitioner (PCIfA) grade membership of the Chartered Institute for Archaeologists. Any employee who has not reached PCIfA level competence should be working within a structured training programme designed to develop their skills and competence to PCIfA level.

Note: Registered Organisations are already expected to have in place a training plan for the organisation. The plan should explain how career entrants will be supported to develop the skills and competence required to gain Practitioner level membership of ClfA.

2 Practitioner level competence

ClfA uses a competency matrix to describe the level of competence expected of its members at each of the accredited grades. The general matrix which applies to all ClfA members has also been adapted by each of the ClfA special interest groups to illustrate how the matrix relates to specialist areas. For site based roles, this has been undertaken by Diggers' Forum.

As well as specific technical competencies, ClfA members are expected to be able to demonstrate their understanding and awareness of professional ethics at the appropriate level.

CifA competency matrix

	Knowledge	Autonomy	Coping with complexity	Perception of context
Practitioner	Good working knowledge of key aspects relevant to area of historic environment practice, and competence in its application	Some responsibility for achieving tasks using own judgement and autonomy, whilst working under general supervision. Collaboration with others is expected	Appreciates complex situations within the role held and able to achieve partial resolution alone. Some activities are complex and non-routine*	Sees actions as a series of steps and recognises the importance of each role in the team

Diggers' Forum specialist matrix for Practitioner level roles on site

Knowledge	<ul style="list-style-type: none"> Basic knowledge of archaeological practice; consistently defines and excavates a variety of archaeological features and deposits. Consistently produces written and drawn records (context sheets, plans, sections and elevations). Understands the requirements for, and has the ability to, take environmental samples. Aware of the value and able to undertake accurate photographs of archaeological features and deposits.
Autonomy	<ul style="list-style-type: none"> Liaises with Senior Archaeologist, Project Manager or other senior on-site staff as required. Works as part of a team. Follows health and safety procedures.
Coping with complexity	<ul style="list-style-type: none"> Consistently demonstrates ability to undertake basic archaeological on-site tasks. Differentiates between a variety of artefact types.
Perception of context	<ul style="list-style-type: none"> Basic understanding of role within team/site and takes responsibility for own work. Provides a basic interpretation of deposit formation within excavated features.

3 National Occupational Standards (NOS) for Archaeological Practice

National Occupational Standards are statements of competence which describe what a competent person can do across a wide range of occupational areas. They are the building blocks for vocational qualifications like NVQs but can also be used to design training programmes, define competencies within job descriptions and as a basis for auditing the skills an organisation has and those it needs. CifA has mapped the level of competence required at Practitioner grade to the NOS, specifically, those which make up the NVQ Level 3 Certificate in Archaeological Practice. An entry level training programme designed to deliver Practitioner level competence in a fieldwork context therefore should therefore be structured around the following NOS

CCSAPAC1	Research and analyse information to achieve objectives www.ukstandards.org.uk/PublishedNos/CCSAPAC1.pdf
CCSAPAH10	Contribute to health and safety in the workplace www.ukstandards.org.uk/PublishedNos/CCSAPAH10.pdf
CCSAPAJ3	Develop yourself and protect the interests of others www.ukstandards.org.uk/PublishedNos/CCSAPAJ3.pdf
CCSAPAC3	Contribute to non-intrusive investigation www.ukstandards.org.uk/PublishedNos/CCSAPAC3.pdf
CCSAPAC5	Contribute to intrusive investigation www.ukstandards.org.uk/PublishedNos/CCSAPAC5.pdf

4 CifA approved training posts

Further guidance on establishing entry level training positions is available in the professional practice paper *An introduction to providing career entry training in your organisation* available on the CifA website at http://www.archaeologists.net/sites/default/files/2014.PPP_Training-toolkit-web_0.pdf. Example training plans are also available on the website at <http://www.archaeologists.net/trainingtoolkit>, including training plans for site based roles.

For the purposes of CSCS, CifA will formally approve employer training schemes which can demonstrate the following

- learning outcomes are appropriate and achievable, and are expressed in terms of national occupational standards or other nationally recognised benchmarks
- learning outcomes include understanding of relevant ethical issues
- learning outcomes can lead to professional accreditation
- there is active encouragement of CPD culture
- supervision/tuition is undertaken by appropriately competent and accredited organisations and individuals