

Specialist competence matrix – to support applicants who work in voluntary and community archaeology roles

PLEASE NOTE: All applications will be assessed against the main competence matrix (P3 Applicant’s Guide) with the specialist matrix as an advisory document only.

	Knowledge	Autonomy	Coping with complexity	Perception of context
Practitioner (PCifa)	<ul style="list-style-type: none"> ● Good knowledge of the different aspects 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 schools 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 	<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 	<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 	<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 ● Awareness of the broad funding context for community archaeology

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Associate (ACIFA)	<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 schools 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 	<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 	<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 	<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.

	<ul style="list-style-type: none"> ● 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 			
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Member (MCIFA)	<ul style="list-style-type: none"> ● Authoritative understanding of archaeological techniques and practices and the appropriateness of their use for community archaeology contexts ● Authoritative 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 ● Authoritative knowledge of the local schools 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 ● Authoritative knowledge of how to develop volunteer training schemes ● Authoritative understanding of the communal and social values that community archaeology can provide 	<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 	<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 	<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.

	<ul style="list-style-type: none">• Authoritative understanding of evaluative techniques for project outcomes and public benefits	equivalent understanding of, writing or contributing to grant applications or tenders to finance community projects	stakeholders	
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