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HLF Workplace Learning Bursaries in archaeological skills development 2006-12

Evaluation report



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Evaluation Report

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HLF Workplace Learning Bursaries in Archaeological Skills Development 2006-2012

Evaluation report

Kate Geary, Standards Development Manager

1. Introduction

The workplace learning bursaries for archaeological skills development were developed to meet a need for structured work-based learning opportunities for archaeologists either as new entrants to the profession or in mid career. The scheme aimed to build capacity in two ways; firstly by providing workplace learning opportunities to meet specific skills needs and secondly by developing a methodology supported by a package of tools and resources for employers seeking to deliver structured workplace learning in the future. This report evaluates the success of the scheme in meeting these overarching aims as well as the more specific objectives and targets we have been working towards.

2. Aims and targets

The workplace learning bursaries scheme was designed to meet the aims of the HLF Training Bursary Programme, which were

- meeting a defined skills need
- providing innovative training and encouraging diversity
- enabling heritage organisations to work in partnership
- developing and disseminating good practice

Within these overall aims, we set a number of targets. For the 2006-2010 scheme, these were

- a minimum of 32 bursaries awarded over four years
- 45% of bursary holders to be women
- 50% of bursaries offered on an internship basis
- 95% of bursary holders to complete their placement
- 3% of bursary holders to consider themselves disabled as defined by the DDA
- 60% of bursary holders to achieve corporate membership of IfA
- 80% of bursary holders to remain within the sector for 2 years
- 40% of bursary holders to achieve an NVQ
- 10 NVQ assessors to be trained
- 3% of bursary holders to be of black or minority ethnic origin



Melanie Partlett undertook a placement in Aerial Survey at English Heritage in York in 2007. Prior to the placement, she worked in a school office, volunteering on archaeological fieldwork projects as much as she could and studying part time for a degree in History and Archaeology at the University of Hull. As part of the placement, she learnt to rectify aerial photographs and transcribe archaeological features, creating records for the National Monuments Record. Melanie left her placement early after being offered a full time post as an aerial photographic interpreter with Archaeological Research Services. She now has a permanent position with North Yorkshire County Council on their Historic Landscape Characterisation team. Melanie had a long daily commute to York each day but said 'The best thing is finding that I can do the work, and being interested every day in what I am doing. Getting the training and full support from expert staff is very important.'

For the 2010-2012 extension to the scheme, we added the following targets

- a minimum of 20 bursaries awarded over two years
- 90% of bursaries to be 25% funded by host organisations

We also amended our targets on disabled and black and minority ethnic bursary holders for the extension

- 5% of bursary holders to be of black or minority ethnic origin
- 5% of bursary holders to consider themselves disabled as defined by the DDA

Our progress against these targets is shown in Section 3 below.

The list of skills gaps we aimed to address, and the numbers of placements delivering those skills, is given below.

Table 1 Skills gaps

Skills gap	No of placements
Desk-based research	4
Historic landscape conservation and management	11
Conservation and research of artefacts and environmental material	15
Conducting field investigations	4
Geophysical survey	2
Education and outreach	10
Using digital technologies	4
Information technology	2
Historic building survey	5
Report writing	all

3. Results: quantitative

We have delivered 58 HLF funded placements since 2006. The majority have been 12-month placement but ten were of 6-9 months duration. We have worked in partnership with 45 host organisations including 12 commercial practices, 11 local authorities, 9 universities, 4 national parks, 4 charities and 3 national heritage agencies. In total, 41 of our placements were based in England, 10 in Scotland, 6 were based in Wales and 1 was in Northern Ireland. A full list of the placements offered under the scheme is shown in Appendix 1.

The targets we set at the outset were intended to measure the success of the scheme in terms of the quality of the training offered and in terms of increasing the diversity of the sector. Table 2 shows our results which are discussed in more detail in Section 4.

Table 2 Progress against targets

Target	Result
52 bursaries awarded over 6 years	58 bursaries awarded
45% bursary holders to be women	60% of bursary holders were women
3% bursary holders to be of BME origin	1.7% of bursary holders were of BME origin
3% bursary holders consider themselves to be disabled	3% considered themselves disabled
50% placements to be offered as internships	96% of placements were completed on an internship basis

95% to complete their placement	92.5% ¹ completed their placements
60% to gain corporate IfA membership	58% have joined IfA, 43% at corporate level
40% to achieve NVQ L3 or 4	70.5% registered, 19% awarded. 26% expected to complete within 6 months
80% to stay within sector for 2 years	80.5% still in the sector for years 1-4
10 NVQ assessors trained	7 qualified and a further 10 being trained
90% of bursaries in years 5 and 6 to be 25% funded by host	86% match funded in years 5-6, a further 10% hosts have provided additional funding in years 1-6
	Target met or exceeded
	Target nearly met
	Target not met

4. Results: qualitative

Meeting a defined skills need

IfA has been monitoring skills needs in archaeology since 1997-8 through a five-year cycle of labour market intelligence gathering. When the impact of the recession began to be felt late in 2008, we started monitoring jobs – and therefore skills – losses on a quarterly basis and this evolved into a biennial State of the Market survey from 2011. The placement opportunities offered under the scheme have been informed by the skills priorities identified in these reports. On a broader sectoral scale, the lack of opportunities for structured workplace learning at career entry stage has been highlighted by IfA, The Archaeology Training Forum and others as a serious concern. By identifying and disseminating good practice, this scheme has tried to address the need for a more consistent, formal and structured approach to workplace learning across the sector.

Providing innovative training and encouraging diversity

Outside the larger multi-disciplinary consultancies, national agencies and some local authorities, access to training and opportunities for professional development in archaeology is poor. Early career archaeologists learn on the job as best they can within an environment of short term contracts and inadequate funding. Opportunities to get out of general fieldwork contracts and develop specialist skills are rare. Within this context, any form of structured workplace learning will require innovation.

Over the course of the scheme, we have developed and refined a methodology for delivering structured workplace learning which can be adapted to suit a variety of different circumstances, organisations, individuals and skills needs, from 12-month entry-level work placements to secondments, job swaps, work shadowing and specific skills training. By linking learning outcomes to the National Occupational Standards for Archaeological Practice, and through the NOS, to an NVQ, we have developed a new pathway into archaeology for those not wishing or unable to

Daniel Rhodes learnt about records management on his placement at the National Trust for Scotland in 2009. Daniel was already highly qualified, with an archaeological PhD, but lacked practical skills. According to Daniel, the best thing about the placement was 'going from knowing very little about archaeology in Scotland to becoming part of the establishment'. Daniel is now Interim Group Archaeologist (South) for the National Trust for Scotland and was the first of our HLF trainees to gain the NVQ Level 4 in Archaeological Practice.

¹ In total, 4 bursary holders left their placements early to take up work in the sector

undertake a university degree. By linking the NVQ to IfA membership, the pathway also becomes a route to professional status.

The methodology has been used as the basis for the English Heritage Professional Placements in Conservation (EPPIC) scheme, the Historic Environment Traineeships also run by English Heritage and the CBA's HLF funded Skills for the Future placements.



Sarah Botfield completed a placement in historic buildings survey and research delivered through a partnership between Peterborough Cathedral, Peterborough City Council and Oxford Archaeology. Coming from a volunteering background, she grasped the opportunity to gain a wealth of practical skills including surveying, building recording and documentary research. Her biggest achievement was surveying the Cathedral precinct and

she says 'never think you are too old or too inexperienced to apply. A training placement means just that. Enthusiasm and passion speak volumes about a person'. Sarah now works part time for Peterborough City Council working on their Historic Environment Record and has recently completed an MPhil.

Enabling heritage organisations to work in partnership

The main partnerships within the scheme have been between the host organisations and IfA as the professional body for archaeologists in the UK. We have also been able to strengthen our partnerships with Creative and Cultural Skills, the sector skills council for archaeology and heritage and with EDI plc, as awarding organisation for the NVQ. Within the placements themselves, many of the host organisations have developed partnerships to deliver training, such as Sussex Past and Somerset County Council with the Portable Antiquities Scheme to deliver finds training and North Yorkshire County Council with Natural England and the Forestry Commission to deliver a placement in conservation and management in a rural environment.

Developing and disseminating good practice

As described above, we have developed a methodology for delivering structured workplace learning which we will continue to promote within the sector and beyond. The methodology and supporting documentation have been refined over the course of the scheme in response to feedback from hosts and other sector partners and we have discussed its content, and the support employers need, with the Federation of Archaeological Managers and Employers, the Archaeology Training Forum and with our own Professional Development and Practice Committee. Since 2006, we have held a session at the IfA annual conference featuring the scheme with contributions from bursary holders and their hosts. We have published articles in our quarterly magazine (see appendix 6 for more details), and other sector publications and held a workshop and day conference to promote the scheme.

5. Evaluating our success²

The Workplace Learning Bursaries scheme has been a huge success. We have exceeded our targets in respect of the numbers of placements delivered, met our target for those still working in the sector two years after completion and the only reason we have fallen short

² Lessons learned and Where are they now? reports are included as appendix ??

of our target on bursary holders completing their placements is because four of our bursary holders left their placements early (after 10 months) after being appointed to relevant posts within the sector. 58 early career archaeologists and 45 host organisations have experienced, and contributed to the development of, a structured programme of workplace learning, the ethos of which they will be able to apply more widely in their careers and organisations.

In terms of diversity, we have exceeded our target on women bursary holders, met our target on bursary holders considering themselves to have a disability but failed to meet our target on bursary holders from black or minority ethnic origins. In order to tackle the issue of poor ethnic diversity in archaeology, it would be necessary to target potential recruits who have not previously considered a heritage career, which was beyond the scope of this scheme. There is considerable potential to offer shorter 'taster' placements specifically aimed at those not already committed to an archaeological career, which may encourage more people from black or minority ethnic backgrounds to consider becoming an archaeologist.

The development of an alternative, non-graduate, pathway into archaeology, accredited by the NVQ in Archaeological Practice, has the potential to increase both the ethnic and socio-economic diversity of the sector but it will take some time for this new route to become established and recognised by potential recruits.

Gary Crace's love of archaeology stemmed from his interest in metallurgy and his metal detecting hobby. He successfully applied for a placement in artefact identification, research and recording in 2011 hosted jointly by Sussex Past and the Portable Antiquities Scheme. As a metal detectorist himself, Gary has been able to build on the relationships developed by the Sussex Finds Liaison Officer and promote the importance of recording finds from metal detecting more widely. Gary hopes to be able to find a permanent position in archaeology and has recently completed his NVQ Level 3.

Our success rate for bursary holders gaining corporate membership of the IfA has been somewhat disappointing although this is not a reflection of the quality of the training they received or the skills gained. All bursary holders were encouraged to apply for IfA membership which is assessed by a panel of peers, based on a statement of competence and supporting portfolio of work submitted by the applicant. Bursary holders' application fees and annual subscriptions were funded through the scheme. Only 43% of bursary holders gained corporate membership of the IfA and this is a direct reflection of the numbers applying. No bursary holders had their applications for membership of IfA rejected.

One of the key benefits of the scheme has been that it has allowed us to develop the IfA NVQ Assessment Centre, building up the personnel and procedures necessary to support the NVQ in Archaeological Practice. As noted, to date we have been able to work with 17 trainee assessors, seven of whom have already gained their qualifications. As we started from zero, this represents a considerable success. The Workplace Learning Bursaries scheme has enabled us to develop an alternative, accredited, entry route into archaeology which is starting to attract self

funding candidates from outside the scheme. Because we had to develop the infrastructure to support the assessment centre from scratch, we were unable to register all our bursary holders for the award in the first two years of the scheme as there were not enough assessors to work with them. By the final year, we have been able to register all bursary holders who wished to undertake the NVQ, and we have also been registering and assessing the bursary holders from the Council for British Archaeology's Skills for the Future scheme.

The key question, however, is have we been able to effect any kind of change on the sector's 'attitude' towards training? We have had a direct and very positive impact on the careers of the individual bursary holders and increased access to skills in some key areas but, without long term change to the way the sector thinks about training, we will not have prevented these issues arising again in the future. How successful have we been in building the capacity of the sector to take responsibility for training its workforce in the future?

Effecting a culture change is a slow process. Half way through the scheme, the impact of the recession began to be felt in archaeology, resulting in job losses and cuts affecting the vast majority of archaeological organisations and services across the private and public sectors. Despite this, in the final two years of the scheme, we were able to recruit sufficient host organisations willing to contribute towards the salary costs of placements. It is also notable that, so far, the recession does not seem to have had an unduly negative impact on the ability of our bursary holders to move into, and retain, relevant posts in the sector.

6. Sustaining the workplace learning programme

IfA's ultimate aim is for employers to be offering, and funding, structured workplace learning opportunities for their staff and new recruits, adapting the model we have developed to suit their own circumstances and training needs. To this end, we have developed a 'Training Toolkit', a resource pack which includes guides to setting up, recruiting and monitoring training opportunities, supported by pro forma training plans and learning agreements and completed examples from a wide selection of the placements we have delivered over the last six years. We have had some very useful discussions with the Federation of Archaeological Managers and Employers and will be seeking to work with selected employers to explore how the Toolkit might be adapted for use by them.

Our future work programme includes further discussion with Creative and Cultural Skills to explore whether the format we have developed can be formally recognised and delivered as part of the Apprenticeships Framework. It also includes discussion with EDI plc, as awarding organisation for the NVQ, to allow us to offer registration for individual units of the NVQ as part of employers' in-house training programmes, enabling individual employees to structure their own learning against National Occupational Standards and to work towards an NVQ.

Back in 1999, IfA launched its vision for learning and skills which identified the 'six steps to heaven' necessary for structured and effective training delivery. These were

1. to identify the roles archaeologists undertake, *and*
2. the skills they need to undertake those roles
3. to develop the training they need to gain the skills, *and*
4. the vocational qualifications to accredit that training
5. to link professional membership to vocational qualifications
6. to achieve pay which recognises the value of that professionalism

Steps one and two had already been achieved when the workplace learning bursaries project started in 2006, through the development of National Occupational Standards. Through the project, we have also been able to tick off steps three, four and five. The experience we have gained over the six years of the workplace learning bursary project has also helped to develop our thinking around professional accreditation. IfA is currently seeking to become a Chartered Institute with the aim, one day, of being able to confer the title 'Chartered Archaeologist'. As a result of the project, we now have the building blocks with which to create a pathway to professionalism.

7. Acknowledgements

IfA is extremely grateful to the Trustees and staff of the Heritage Lottery Fund for supporting this valuable initiative which has allowed us to support early career archaeologists in gaining a wide range of skills essential to professional archaeology and archaeologists.

The Workplace Learning Bursaries in Archaeological Skills Development Scheme was initially developed by Kenneth Aitchison and Kate Geary. Natasha Kingham was responsible for the day to day running of the scheme from 2006 to 2009 and Andrea Bradley undertook the role from 2010 to 2012. Both contributed enormously to the development, refinement and evaluation of the scheme. IfA is also indebted to colleagues at English Heritage, in particular Bob Hook, Amanda Feather, Gill Campbell and Polydora Baker, for their advice and support throughout the scheme.

Finally, we would like to say a huge thank you to all the placement hosts (line managers, supervisors and mentors) and, in particular, the trainees themselves for all their hard work and effort in making the scheme such a success.

Appendix 1 Workplace Learning Bursaries for Archaeological Skills Development offered 2006-2012

Placement	Host	Year
Finds assistant	English Heritage	1
Field survey	Royal Commission for the Ancient and Historic Monuments of Scotland	1
Teaching archaeology	University of Winchester	1
Digital archaeology	Archaeology Data Service	1
Historic Environment Record Assistant	Worcestershire County Council	1
Bioarchaeology (human bone)	University of Cardiff	1
Building recording	Royal Commission on the Ancient and Historic Monuments of Wales	1
Education and outreach	Sussex Past	1
Digital Survey	AOC Scotland	2
Rural Archaeology	North Yorkshire County Council	2
Finds assistant	Headland Archaeology	2
Digital dissemination	English Heritage	2
Historical archaeology	ARCUS	2
Medieval pottery	Southampton City Council	2
Training and outreach	Nautical Archaeology Society	2
Digital archaeology	Archaeology Data Service	2
Aerial archaeology	English Heritage	2
Desk based assessment	Glamorgan Gwent Archaeological Trust	3
Post excavation analysis	Birmingham Archaeology	3
Environmental archaeology	Worcestershire County Council	3
Building research and survey	Peterborough Cathedral	3
Archaeological conservation and management	Lake District National Park	3
Aerial archaeology	English Heritage	3
Archaeological graphics	University of Reading	3
Historic Environment Record Assistant	Durham County Council	3
Archive archaeology	Pitt Rivers Museum	3
Bioarchaeology (human osteology)	Cardiff University	3
Development Control	Perth and Kinross Heritage Trust	3
Osteoarchaeology	Queens University Belfast	3
Archaeological records Management	National Trust for Scotland	4
Community archaeology	Herefordshire County Council	4
Archaeological conservation and management	Yorkshire Dales National Park	4
Communicating archaeology	Council for British Archaeology	4
Roman ceramics	APS	4
Geophysical survey	University of Bradford	4

Historic landscape analysis	New Forest National Park	4
Buildings survey and geophysics	Centre for Applied Archaeology, University of Salford	5
Buildings survey	ARS Ltd	5
Archaeological assistant	Museum of London Archaeology	5
Finds assistant	Museum of London Archaeology	5
Finds recording (Portable Antiquities Scheme)	Sussex Past	5
Outreach	APS	5
Buildings survey	Cotswold Archaeology	5
Maritime archaeology outreach	Hampshire and Wight Trust for Maritime Archaeology	5
Buildings survey	Royal Commission on the Ancient and Historic Monuments of Scotland	5
Archaeological information management	Royal Commission on the Ancient and Historic Monuments of Scotland	6
Public archaeology	AOC Scotland	6
Roman ceramics	Archaeology South East	6
Environmental archaeology	Durham University	6
Aerial archaeology	Royal Commission on the Ancient and Historic Monuments of Wales	6
Community archaeology (Welsh language)	Gwynedd Archaeological Trust	6
Heritage at risk	Northumberland National Park	6
Development control	Surrey County Council	6
Archaeological conservation and management	Western Isles Council	6
Finds recording (Portable Antiquities Scheme)	Somerset County Council	6
Petrology	Dr Roger Taylor	6
Community archaeology	Archaeology Scotland	6
Historic Environment Record Assistant	Suffolk County Council	6

HLF Workplace Learning Bursaries Project

Lessons to be learnt

Review of feedback from 2010-2012 placements

I would like to give my thanks formally to all involved for what has been a wonderful opportunity and experience. I have had nothing but the best of support, training, learning and involvement and enjoyed every minute of it. The NVQ I am completing on the back of the placement I hope will give me a platform to achieve a more permanent place in archaeology.

Garry Crace, Portable Antiquities Scheme 2011-12

This review is based on the experience of placement holders, host organisations and the IfA in relation to placements run between 2010 and 2012.

In 2009, a preliminary review of the first three years of the placement scheme identified a number of aspects of the placement process that needed to be addressed and improved. These were:

- training the trainers – we needed to provide additional advice for supporting staff so they would know what was expected of them when taking on a trainee;
- quality of training – we needed to devise better processes for ensuring the suitability of the host organisation and that a proper environment and support could actually be provided in line with the Training Plan;
- perfecting the documentation – we needed to make improvements to the documentation we had created, including making documents more user friendly, simpler, cutting down the number of separate documents, improving the content of advice notes and guides, using plain English and avoiding repetition in our guidance;
- better feedback processes – we needed to establish more targeted feedback processes, asking the right questions of hosts and placements to enable us to improve our model as we went along;
- post placement advice – we needed to provide better careers advice (through the host organisation and IfA) for placements to make the most of their training as they step into the workplace proper; and
- IfA membership and involvement – we needed to align membership more closely with workplace training, to improve the conference experience for placements and to develop further networking opportunities for them.

This 2009 report formed the basis for changes to our approach in 2010-2012, including the following:

- improved application forms, ensuring that placement hosts stipulated more closely the type of support and training that would be given, helping the best hosts to be selected;
- better communications and networking around the scheme, including a trainers workshop in January 2011, an IfA 2011 Conference discussion session on the future of structured work based learning in the sector, a day

conference on training in February 2012 and a poster presentation on the scheme at IfA Conference 2011;

- improved documentation for running the scheme, culminating in production of a 'Training Pack' of materials developed under the scheme for use outside and beyond the scheme (to be published April 2012); and
- better careers and professional advice to placements, including bespoke workshops (provided by the University of London Careers service) for placement holders on 'Interview Skills' and 'Presentation Skills', held in March and November 2011 and help with IfA applications.

However, experience of the scheme over the last two years has shown that there are still areas we need to improve:

- the learning environment - we need to assure the quality of the working environment provided for placements more methodically, by asking for more information from hosting organisations (including staff handbooks) and possibly interviewing or providing a seminar for potential placement hosts;
- placement focus - we must ensure that Training Plans do not involve too many different mini placements or too large a range of goals. We need to ensure the host organisation will have the work for placements to work on. Placements should focus on one project or set of skills and allow proper time to learn and apply them;
- the recruitment process – we need to ensure hosts will have a proper place for interviews, and time to give each interview justice (5 interviewees maximum). The selection process should consider how to manage the expectations of recruits, particularly of experienced or non-sector recruits.
- NOS - we need to provide further guidance on the theory and application of the NOS;
- NVQ - we need to ensure that hosts are clear about how much time is needed for the NVQ, and present the NVQ as part of the process;
- training the trainers – in any future scheme bespoke training should be provided for supervisors and mentors, to ensure further the quality of placements' experience and to help disseminate best practice in training to the sector;
- the importance of induction – all trainees must be informed about company culture, custom and practice, organisational hierarchy and management structure, and the roles and responsibilities within the organisation at the start of their placements (this could be a first job for many trainees);
- documenting progress – there should be greater emphasis on presenting a portfolio of work. Candidates find the portfolio useful and satisfying, and a portfolio helps to drive the NVQ process.
- the role of the Supervisor – we should encourage an even stronger working relationship between Trainee and Supervisor across the board. Experience shows that the relationship between Supervisor and placement holder is key to the success of the placement. There must be regular contact and planned formal meetings;
- networking and communications - in any future scheme, a better system of communication between placement holders and useful organisations and individuals in the sector will be set up, possibly using social media or a 'members only' online notice board, to assist with career development and for support during the placement process;
- the whole career approach – we still need to work on our delivery of careers/post placement advice, through host organisations. As a start, we

could provide placements with advice on their CV, PDP and CPD log (using the careers workshop given in 2011 as a model). We also need to provide a better introduction to the IfA – perhaps through a seminar.

Appendix 3 - Where are they now?

HLF Workplace Learning Bursaries Project

Where are they now?

Review of the progression of ex-placement holders April 2012

The table below provides details of the current employment of past bursary holders. Data is current to end of March 2012.

The scheme has delivered 58 placements over six years. Data shows that out of these, 48 are still working in the sector.

Overall, the placement scheme therefore provides an 83% success rate in terms of employment in the sector between one and five years after placement completion.

<u>Placement holder</u>	<u>Employed by/as (March 2012)</u>	<u>Placement Year</u>	<u>Still in the sector?</u>
Alan Russell	no information	3	
Alex Beeby	Archaeological Project Services	4	Y
Azizul Karim	Museum of London Archaeology	5	Y
Ben Jervis	University of Southampton	5	Y
Carrie Drew	University of Durham	5	Y
Charlotte Douglas	AOC Archaeology	6	Y
Clare Henderson	Durham County Council	2	Y
Daniel Jones	no information	6	
Daniel Rhodes	National Trust for Scotland	6	Y
Eliza Alqassar (Gore)	Buckinghamshire County Council	4	Y
Elizabeth Forster	University of Manchester	2	Y
Eloise Kane (Metson)	Tamar Valley AONB	5	Y
Elvira Thompson	no information	6	
Emma-Jane O'Riordan	Society of Antiquaries Scotland	6	Y
Foxy Demeanour	no information	5	
Frances Taylor	University of Reading	4	Y
Garry Crace	Not employed	6	

Gary Nobles	University of Groningen	3	Y
Gemma Hudson	AOC Archaeology	5	Y
Gillian Eadie	Archaeological Research Services	6	Y
Hannah Smith	Royal Commission for the Ancient and Historic Monuments of Scotland	6	Y
Imogen Wood	University of Exeter	4	Y
Iwan Parry	Gwynedd Archaeological Trust	2	Y
James Doerer	Arts Council	6	
Julie Lochrie	Headland Archaeology	1	Y
Katie Green	Archaeological Project Services	2	Y
Katie Marsden	Not employed	2	
Kevin Murphy	Western Isles Council	3	Y
Lachlan Mckeggie	Not employed	2	
Lara Bishop	University of Manchester	4	Y
Lindsey Buster	University of Bradford	1	Y
Mary Harvey	Nautical Archaeology Society	2	Y
Matt Nicholas	University of Cardiff	3	Y
Melanie Partlett	North Yorkshire County Council	2	Y
Michael Marshall	Museum of London Archaeology	2	Y
Michelle Statton	University of London	5	Y
Natalie Ward	Brecon Beacons National Park	1	Y
Oliver Davis	Royal Commission on the Ancient and Historic Monuments of Wales	6	Y
Oliver O'Grady	research archaeologist	3	Y
Oliver Russell	Worcestershire County Council	6	Y
Owain Mason	Not employed	5	
Philippa Mills	independent photographer	3	
Rachael Monk	Suffolk County Council	3	Y
Rachel Leung	Beacon Planning	3	Y
Rebecca Beardmore	University of Birmingham	3	Y

Richard Madgwick	University Cardiff	3	Y
Richard Watts	no information	5	
Roisin McCarthy	Oxford Archaeology	3	Y
Sarah Botfield	Peterborough CC	1	Y
Sarah Howard	Norfolk CC	4	Y
Shona Williams	English Heritage	1	Y
Susie Dibdin	Govan Cross Townscape Heritage Initiative	1	Y
Tessa Poller	University of Glasgow	3	Y
Tom Dommett	Wessex Archaeology	5	Y
Tom Sparrow	University Bradford	4	Y
Valentine Verrijken	Condor Archaeological Research	2	Y
Vicky Nash	Centre for Applied Archaeology, University of Salford	1	Y
Wayne Weller	Not employed	6	

Cost benefit analysis of providing 12 month structured and accredited PlfA level training contracts at career entry level

Data was obtained from 7 host organisations hosting placements between 2009 and 2011 under the HLF Workplace Learning Bursaries Scheme. Of the 7, 3 were public sector organisations and 4 private sector organisations.

Costs

Recruitment costs

The cost included staff time for planning the training, writing the job description, advertising, shortlisting, interviewing and appointment. The time spent varied greatly between organisations with public sector organisations spending much more time. An average of 60 hours was spent between historic environment staff and admin staff.

Estimated cost: £2,500

Training costs

The average model was intensive supervision for the first month (1 day per week) followed by 2 hours per week. This time was shared between MlfA and AlfA level staff and included supervisor and mentor responsibilities. Some of this time was time that would ordinarily spent in line management responsibilities for any junior member of staff.

Some hosts allocated time out of the placement for the trainee to attend formal training/conferences– equivalent to an average of 1 day per month.

Estimated cost: 16 days of staff time

Employment costs

The average cost was estimated based on the lfA minimum salary at PlfA level plus 40% for ENI, pension and overhead costs (use of equipment, desk space, small training budget for conferences etc).

Estimated cost: £21,000.

(NB Some hosts said normal employment costs at PlfA level were as high as £28,000).

Benefits

Productivity

Average 70%. All but one said that placement holder contributed significantly to producing work on time and to budget. All hosts put forward an example of where the placement holder had produced a high quality product or several.

Progression

All claimed that the trainee had progressed from Student to PlfA or PlfA to AlfA in 12 months. Individuals generally made quicker progression when on the scheme, with progression normally taking 18 months to 2 years. Generally greater independence was demonstrated after 1 year than other junior staff, due to level/range of responsibilities given under the training plan and confidence provided by training support.

PR

All said they had used the training scheme for positive PR, to impress clients, corporate bosses or funders/match funders. One host pointed to a win of £200,000 in funding as a result of the placement scheme.

Positive culture

Staff learned how to share experience and knowledge and be challenged in their approaches. Several mentioned the application and enthusiasm of the placement holder as a positive force. Some said that hosting a placement showed the organisation's commitment to defining and delivering standards/leading the field. Others were proud to have contributed to sector skills development.

Barriers

Public sector organisations foresaw political risk in appointing trainees at a time of redundancies/recruitment freeze. Other barriers to hosting a placement were lack of space in the office and availability of staff to supervise.

INTRODUCING STRUCTURED WORKPLACE LEARNING TO THE ARCHAEOLOGICAL PROFESSION

REPORT

ON A WORKSHOP HELD AT THE UNIVERSITY OF READING

27TH JANUARY 2011

This report summarises the issues and ideas raised at a workshop held on 27th January by the Institute for Archaeologists with members of the profession, as well as guests from the heritage Lottery Fund and the Royal Institution of Chartered Surveyors. A full list of participants can be found at the end of this report.

The discussion was introduced by those already involved in structured workplace learning in the historic environment and linked sectors.

- Nick Randell of the HLF spoke about the HLF placement schemes (Workplace Learning Bursaries and Skills for the Future) as models for structured workplace learning in the sector
- Tara-Jane Sutcliffe (former EPPIC placement holder and NVQ level 4 completer), and Louise Rayner (Archaeology South East, current HLF placement host) provided a review of their experience of structured workplace learning in archaeology
- Andrew Williams (RICS) spoke about the delivery and benefits of structured workplace learning provided by RICS, as a comparative model.

Discussion was structured around the following questions, and is reported below.

- Q1 What are the principle components of structured workplace learning?
- Q2 What are the potential benefits of structured workplace learning (at entry and later levels) in archaeological practice?
- Q3 What do the HLF/EPPIC project and NVQ offer as models/mechanisms for delivery? What does RICS do in terms of structured workplace training?
- Q4 How do archaeological organisations already deliver?
- Q5 What is missing from the system?
- Q6 Who needs to be convinced? What are the barriers to delivery?
- Q7 What could we do to enable improved structured workplace learning? What mechanisms or products could we develop?
- Q8 How should we take proposals forward and in what timescales?

Q1 What are the principle components of structured workplace learning?

- Balance of autonomy and supervision, time and space for daily learning
- Focus on professional skills as well as technical skills
- Agreement of learning goals with a supervisor and identification of activities to deliver them
- Flexibility to make the most of opportunities as they arise
- A sense of progression – based on measurement of achievement against goals
- Monitoring/reviews of achievement/outputs
- Developing a sense of responsibility for work
- A sense of team spirit with those also in training (possible within the HET, EPPIC, HLF schemes) for momentum, support, competition
- Support from a supervisor
- Support from a central place outside of the host/employing organisation
- Communication tools – training plans and learning agreements
- Accreditation – through a recognised brand: HLF/IfA/EH or qualification: NVQ
- Accreditation/Training for trainers (IfA RO/Membership or NVQ assessor qualification)

Q2 What are the potential benefits of structured workplace learning (at entry and later levels) in archaeological practice?

- Improves skills and diversity, increases mobility, encourages career planning and succession planning
- For employers - to attract, retain and motivate staff, to raise performance, to ensure employees are up to date, to demonstrate a commitment to training and standards, to ensure training is delivered effectively. Also workplace learning is 'on the job' so minimises down time. Delivering workplace learning focuses an organisation on new ideas and best practice.
- For trainees - confidence, identification of potential and direction, professional skills, transferable skills (project management, quality and standards management, presentation/speaking, client management, writing, reporting, time management, independent working, understanding of H&S, commercial and legal requirements, engagement in CPD). These skills are of high value to employers.
- Quality badge for employers to attract better staff
- Saves money and time to train someone in work-based skills which may not exist in the market place

- Enables quick and efficient learning leading to useful employees
- Provides a balance to academic skills

Q3 What do the HLF/EPPIC project and NVQ offer as models/mechanisms for delivery? What does RICS do in terms of structured workplace training?

HLF placement model

- Exemplars of training in specialist areas - showcasing good practice, showing what the outcomes of good training should be
- Placement mechanisms – the Training Plan, and Learning Agreement
- Proof of placements working at different levels – PlfA/AlfA

EPPIC/HET model

- Demonstration that placements offering a range of skills between departments or specialist areas work well
- Tried and tested mechanisms - predominantly the Learning Agreement, linked to the NOS
- Proof that for a placement to work effectively, support and monitoring is needed from: a supervisor, a mentor, an NVQ Assessor, professional bodies at minimum

NVQ in Archaeological Practice

- Offers a sense of progression, continuity of training if moving between contracts and the ability to articulate clearly about competencies and transferable skills for job hunting and interviews

The RICS model

- Training self funded by RICS members - employers want it and will pay for it
- The APC (Assessment of Professional Competence): to enter the profession, all must undertake an accredited degree/exams +structured workplace training for minimum 1 year to develop professional competencies and behaviours, comprising:
 - Competency based aptitude testing structured by means of a 'competency planner' – based on a portfolio of real work. A supervisor ticks off goals once achieved.
 - Evidence of 'critical analysis' by the trainee (dissertation on an applied topic)
 - Final assessment – by a panel of trained assessors
- RICS practitioners and academics define the competencies: 'pathways' – core professional (business ethics, client management, team working, H&S, business skills) and optional technical routes.

- RICS support employers (through provision of trained and quality assured voluntary assessors). Each APC candidate has a RICS supervisor, and rotates around several areas of business.
- RICS promotes the system as a premium brand – anyone designated an ‘approved training provider’ is seen as good employer

Q4 How do archaeological organisations already deliver?

- Training is a requirement of large businesses/public authorities and of accrediting bodies e.g. IfA
- A structured process of learning in the long term is only offered by the NVQ and in some larger organisations with a culture of management training and proper delivery of an appraisal system (eg. Atkins, Scott Wilson)
- ‘Training Champions’ are nominated in organisations such as GGAT and Cotswold Archaeological Trust
- Good support for trainers is available from IfA, based on current models
- The NVQ (whole or in parts) and NOSs provide a structure for training and skills development
- Student training excavations and placements are common
- Exchanges and secondment schemes between organisations and academic institutions have been tried
- Externally funded schemes (EH EPPIC, HLF WLB, and L. Da Vinci) offer good exemplars and methodologies

Q5 What is missing from the system?

- Employees would like more structured training
- Graduates enter the working world with academic skills – but need a balance of applied skills
- There is very little training in digging archaeology (exceptions include a current apprenticeship at MoLA, and community training excavations by the CfAA, University of Salford)
- There are low expectations as to what is needed and what should be delivered in terms of structured training
- Evidence that training works and is worth the investment needs drawing together and presenting to the sector
- Often staff are disassociated physically and culturally from organisations so training cannot easily be provided

- Training seen as expensive extra
- Appraisals, training and CPD are not linked in the minds of organisations
- External sources of training aren't used enough – especially for business skills and professional skills which could contribute to a work based training offer
- The link between retention of staff and lack of training is not always made by organisations
- The time, cost and difficulty of training is overestimated
- Confidence in the ability to train/mentor is lacking. There is nothing dedicated to sector in terms of training trainers. Training is also needed for delivering effective appraisals.
- Ways of communicating training (setting goals and monitoring learning activities) are not well known
- Training models are narrowly focussed on specialisms or types of organisations – there is a need to provide different perspectives, contexts and pan sectoral skills

Q6 Who needs to be convinced? What are the barriers to delivery?

- The Culture of organisations is wrong – not engaged in the concept of training on the whole and don't encourage the take up of training
- Advantages not seen by employers
- Strategic and policy support is lacking – there is some e.g. Strategic Statement for Wales commitment to skills, and PPS5 emphasis on qualified specialists
- Archaeological units don't cost for training or supervision in project budgets
- Clients don't demand level of training or promote training on projects

Q7 What could we do to enable improved structured workplace learning? What mechanisms or products could we develop?

Changing practice

- Based on the RICS model – mandatory entry level structured training as a long term goal
- As a medium term goal, develop a Workplace Learning 'Toolkit' for organisations to adapt and use – to be published as packs or online
 - Make structured workplace learning templates available: to encourage non-users, provide examples, enable policy development in organisations, show how NOS work
 - Develop a collection of HLF Training Plans as Training Notes for different specialisms – skills 'road maps' to help with CPD and structuring training

- Produce a booklet or video on the benefits and methods of Structured Workplace Learning, directed at organisations and employees
- Make case studies available for using the NOS to structure training and skills development

Changing cultures

- Bring learning back into organisations – promote fun schemes, links with universities, a culture of ‘cool to learn’.
- Guidance for managers or champions in terms of training responsibilities
- Talk to the sector’s key clients about supporting training – developers and government agencies (e.g. Crossrail, Highways Agency, Balfour Beatty, Skanska, leading property developers)
- Use the IfA RO scheme to demand more from organisations in terms of training
- Set up a network of Workplace Learning ambassadors – those who have experienced the benefits of structured workplace learning
- Develop a publicity campaign led by Workplace Learning Ambassadors

Innovation

- Research into the benefits of properly trained organisations for quality and efficiency, balanced against the cost of training. Use past HLF/EPPIIC placements for data.
- Initiate Industry, University and Public sector partnerships to deliver broad training placements
- Install Training Champions in organisations (to be a requirement of the RO scheme?)
- Develop a placement scheme based in a range of skills/parts of the sector: public/private, buried/built, academic/commercial, community/policy. Ask partnerships of organisations to deliver it.

Providing support

- A support system for tailored CPD - to get personal development planning into the culture of organisations, starting with top tiers of management
- Skills audits for organisations, and clinics to identify training needs and organisational training plans, helping to develop role descriptions (for recruitment) and CPD targets for employees
- A training consultancy/support service to provide organisations with support and guidance
- Promote IfA as the hub for sectoral training – providing guidance and advice
- Provide ‘Skills Audit’ training for organisations

- Develop with CBA their online training resource centre
- Develop webcast training events – particularly in transferable skills

Q8 How should we take proposals forward?

- 1) Share this report with FAME (Federation of archaeological Managers and Employers), and ask for buy in/support short term (April)
- 2) Investigate the viability of products and funding short term (May-June)
- 3) Develop Workplace Learning Toolkit medium term (August)
- 4) Publicise Toolkit through the participants at this workshop (Ambassadors) medium term (September)
- 5) Advertise other activities and initiatives in The Archaeologist and on Website, plus other press medium term (December)
- 6) Hold an event to attract the unconverted medium term (early 2012)
- 7) Develop support service through IfA medium term (early 2012)
- 8) Roll out culture change and innovative projects long term (2012 onwards)

Participants in the Workshop

Amanda Feather	Training Manager, English Heritage Training and Standards
Andrea Bradley	IfA Programme Manager Workplace Learning, NVQ Assessment Centre
Andrew Marvell	Chief Executive Glamorgan and Gwent Archaeological Trust
Andrew Williams	RICS Senior Education Officer
Annette Roe	Head of Heritage at URS Scott Wilson
Chris Cox	Air photo services, NVQ assessor
Jane Harrison	OULDCE and NVQ Assessor
Kate Geary	IfA Standards Development Manager
Lindsey Buster	University of Bradford (former HLF placement holder)
Louise Rayner	Archaeology South East, HLF placement host
Matthew Nicholas	University of Cardiff (former HLF placement holder)
Michelle Statton	University of London (former HLF placement holder) Programme Manager for Workplace Learning Bursaries and Skills for the Future
Nick Randell	
Polydora Baker	English Heritage Fort Cumberland, EPPIC placement host
Richard Madgwick	University of Cardiff (former HLF placement holder)
Tara-Jane Sutcliffe	Archaeological Research Services (former EPPIC placement holder)

Appendix 6 – Workplace learning bursaries in *The Archaeologist* magazine

The Archaeologist is IfA's quarterly magazine which goes out to all our members and registered organisations. It is an excellent means of publicising the work of IfA, our members and registered organisations and for disseminating good practice. Since the Workplace Learning Bursaries Scheme started in 2006, we have included regular updates and progress reports, highlighting the success of our individual bursary holders and discussing our thinking about workplace learning as it developed. All the articles can be downloaded from our website at <http://www.archaeologists.net/publications/archaeologist>.

- TA 57** *Training in Archaeology: Workplace Learning Bursaries Workshop* Conference Report 2005 Kate Geary
- TA58** *Training the next generation of finds specialists* Kate Geary
- TA61** *HLF and EPPIC: delivering workplace learning in archaeology* Kate Geary
- TA65** *Placement learning in archaeology* Kate Geary and Natasha Kingham Conference Report 2007
- TA67** *Workplace Learning Bursaries: a training success* Kate Geary
Case studies by Richard Madgwick, Emma-Jane O'Riordan and Gemma Hudson
- TA69** *IfA Workplace Training* Richard Madgwick Conference Report 2008
- TA71** *Archaeological geophysics: from field to archive IfA bursary* Tom Sparrow
- TA72** *The first NVQs in Archaeological Practice* Kate Geary
IfA Careers Event Kate Geary
IfA Workplace Learning Bursaries: where are they now? Andrea Bradley and Kate Geary
- TA73** *Workplace Training* Kate Geary Conference Report 2009
- TA77** *Training and CPD* Kate Geary Conference Report 2010
- TA80** *Sustaining the Workplace Learning Programme* Andrea Bradley and Kate Geary
- TA81** *In recognition of professional development* Kate Geary and Anthony Sinclair Conference Report 2011
- TA82** *IfA Workplace Learning Bursary in small finds recording* Gary Crace