

Archaeological Skills and Training in Scotland

Historic Environment Scotland, Edinburgh, Friday 9th March 2018

Summary report

Introduction

Representatives from a wide range of archaeological and related organisations got together with those delivering the skills and training infrastructure in Scotland to look at some of the key issues related to the provision of a suitably skilled archaeological workforce now and into the future. This followed a similar but smaller event held in Edinburgh in November 2015.ⁱ

The event Programme (Annex A, including links to [the associated YouTube videos](#) of the presentations) included thirteen short talks followed by a workshop, and ended with a plenary session. The aims of the event were to:

1. Review where we are with training archaeologists in Scotland
2. Explore career entry opportunities for colleges or colleges and universities
3. Consider approaches to vocational training, including apprenticeships and on-the-job training
4. Forge links and collaborations to address issues raised

Annex B reproduces a pre-circulated table showing the relationships between archaeological qualifications and the SCQF.ⁱⁱ Abstracts of the presentations can be found in Annex C, which also includes links to the YouTube videos. Apart from the presentations and the final part (Next Steps; see below), the event was run under the Chatham House Rule,ⁱⁱⁱ where comments were recorded but not attributed to individuals or organisations: a brief record of the Q&A session, the table discussions and the following plenary session can be found in Annexes D-F.

Approaching 60 people attended the event (Annex H), which was hosted by Historic Environment Scotland and linked to Aim 5 of Scotland's Archaeology Strategy^{iv} and the Forward Plan of the Archaeology Training Forum.^v The event took place during Scottish Apprenticeship Week,^{vi} and was linked to Scotland's Year of Young People.^{vii}

SUMMARY OF RESPONSES FROM THE EVENT

General

- The event revealed different perspectives and positions, particularly with regard to the roles and responsibilities of **universities and archaeological practitioners/contractors**. There were several calls for these links to be improved.
- Research has revealed that there is a **current and developing skills shortage** in Scotland, and large infrastructure projects on both sides of the Border, coupled with Brexit, bring the expectation that this will become much more acute over the next few years.
- There was wide agreement that the sector should aim to **collaborate** more than it does, including joining up existing training initiatives and resources.
- There is a clear and widely accepted need to **promote and market** archaeology as a viable career route with many transferable skills. We should not assume that people will come to

archaeology without encouragement, and should ensure that careers advisors at all levels have the information they need.

While the workshop sessions looked separately at short-term then medium to long-term issues, they proved to be interconnected, so have been brought together in the following notes.

Career entry opportunities for colleges or colleges and universities^{viii}

- There were several calls for something that shows the **career structure and path** for archaeology, supplemented by better links between employers and students. Case studies are also a good way to demonstrate how people travel through their careers.
- Several **qualifications gaps** exist which could serve a useful purpose in early career archaeologists, including HNC/D, PDAs,^{ix} and potentially a Higher in archaeology in the absence of the A Level. Level 4 NVQs are also still being considered.
- **Work-based placements** allow a deep experience and have been very successful in the past.
- The use of **sandwich courses** could usefully be explored in Scotland, as part of undergraduate degrees, but also potentially at Further Education level.
- There is an opportunity to **broaden the reach** of the profession to those who may not wish to study archaeology at university, but are interested in learning the craft of fieldwork and associated activities.
- ‘Career entry’ can also cover people who want to **retrain** as archaeologists.

Approaches to vocational training, including apprenticeships and on-the-job training

- The **National Occupational Standards** are standing the test of time and still form the bedrock for vocational qualifications and training regimes in archaeology.
- **Structured training** was called for, including for non-archaeology-specific skills like management and supervision. The presentation on Headland Archaeology’s training system, and the work of past winners of the Archaeology Training Award^x show what has already been achieved by the industry.
- Links with **colleges** would fill a gap and will be required for apprenticeships; colleges teach many non-archaeological skills required by archaeologists, such as business and management, or health and safety.
- **Distance and digital learning** resources are starting to become more popular, and open up opportunities to broaden the reach to wider groups – equalities, social, economic and educational.
- **Modular training** tends to suit the circumstances of semi-itinerant fieldworkers, and also suits CPD.
- The **Skills Passport** has achieved widespread use, and is being further developed, along with the ongoing development of the BAJR Academy.
- **Museums** already have a skills and training infrastructure that can be utilised for museums archaeologists and associated specialists.
- There is an as yet untapped role for **Continuing Education** departments to be involved in teaching vocational skills.

Other key issues raised

- There were several calls for greater leadership, including **national-level co-ordination**, and for clarity of roles. Scotland's Archaeology Strategy is currently the mechanism for this: a *sector strategy*, being enabled by Historic Environment Scotland.
- **Funding and resourcing** were recurring issues, with calls to invest for the future. Creating a training levy was mooted, and also finding a means of removing financial barriers to gaining experience and training.
- Opportunities need to go **beyond fieldwork**, to include training in museums, marine and community archaeology. Also local authority and other curators.
- Concerns were raised about **language and terminology**, particularly in relation to use of the terms 'commercial contractors' and 'units' to reference archaeological companies, and also a suggestion to refer to 'tertiary education' rather than separating FE and HE.
- Skills and training do not operate in a vacuum, and there is a complex bigger picture, with **wider issues and dependencies**, including in relation to low pay and job insecurity.
- Further to the suggestions for better links between academia and practitioners, there were some calls for a greater balance of **vocational training in degree courses**, although some believe that undergraduate degrees should be more about instilling research skills and knowledge, while others asked why 'units' should be trainers. More than ever before, however, undergraduate degree courses are expected to demonstrate 'impact'.
- The value of **Labour Market Intelligence** is recognised, especially in relation to trends and horizon scanning.
- The idea was put forward for a **centralised digital hub** to host or point to digital resources for training. A place to discuss and communicate about skills, training and CPD was also suggested, perhaps a Facebook group.
- The possibility of a centralised **field school** was mooted, one that would be widely accessible.

NEXT STEPS – ACTIONS

In the final section of the afternoon's programme, representatives of various organisations were asked to share with the meeting what actions they would be taking in the future.

Chartered Institute for Archaeologists – will continue discussions with qualification and training infrastructure groups, helping deliver Aim 5 of Scotland's Archaeology Strategy.

Skills Development Scotland – with others will complete the Sector Skills Investment Plan for the historic environment, and will produce an accompanying Action Plan.

Headland Archaeology – will share the structure of their modular programme with other organisations.

FAME Scotland – will discuss sector collaboration at their next Scotland meeting and highlight the role of community archaeology groups in future training.

Edinburgh University Centre for Open Learning – will offer a range of undergraduate level courses, finding ways to collaborate and promote within the sector and widen inclusivity.

BAJR - will continue developing and promoting the Skills Passport and will create a careers framework and offer a training programme.

Volunteering Scotland – will meet with archaeology sector representatives to discuss how volunteers can be part of the skills equation.

Scottish Qualifications Authority – will continue discussions with sector representatives on matters related to vocational and related qualifications.

Historic Environment Scotland – will produce a summary of the day and publish the videos of the presentations, following which will be a consideration of the issues raised and, in association with Scotland’s Archaeology Strategy, to take, facilitate and encourage collaborative action.

List of Annexes

- A. Programme
- B. Table of qualifications related to SCQF
- C. Abstracts from presentations
- D. Q&As following presentations
- E. Notes from Workshop Tables
- F. Plenary discussion notes
- G. List of attendees
- H. Acknowledgements

ⁱ <http://archaeologytraining.org.uk/wp-content/uploads/2016/03/Edinburgh-Skills-Workshop-17-11-15.pdf>

ⁱⁱ Scottish Credit and Qualifications Framework - <http://scqf.org.uk/the-framework/about-the-framework/>

ⁱⁱⁱ <https://www.chathamhouse.org/chatham-house-rule>

^{iv} http://archaeologystrategy.scot/files/2016/08/Scotlands_Archaeology_Strategy_Aug2016.pdf

^v See <http://archaeologytraining.org.uk/>, and for the 2016-17 Forward Plan and progress report see http://archaeologytraining.org.uk/wp-content/uploads/2017/07/ATF-annual-report-2016_17-final.doc

^{vi} <https://www.apprenticeships.scot/scottish-apprenticeship-week/>

^{vii} <http://yoyp2018.scot/>

^{viii} See also: <http://archaeologytraining.org.uk/wp-content/uploads/2017/07/ATF-Entry-Level-Overview-Apr-2017.pdf>

^{ix} Professional Development Awards – see <https://www.sqa.org.uk/pda>

^x <http://archaeologytraining.org.uk/atf-award/>

Archaeological Skills and Training in Scotland

Friday 9th March 2018, 09.45-16.30

Conference Room, Historic Environment Scotland, Longmore House
Salisbury Place, Edinburgh EH9 1SH

Aims of the event:

1. Review where we are with training archaeologists in Scotland
2. Explore career entry opportunities for colleges or colleges and universities
3. Consider approaches to vocational training, including apprenticeships and on-the-job training
4. Forge links and collaborations to address issues raised

09.45 *Refreshments*

10.15 **Welcome and scene setting**

- [Introduction to the day](#) (Robin Turner, HES)

10.30 **Perspectives** (Chair: Robin Turner)

- [Vocational training in Scotland](#) (Stephen Sheridan, Skills Development Scotland)
- [ClfA overview UK](#) (Kate Geary, Chartered Institute for Archaeologists)
- [ClfA Scottish research](#) (Cara Jones, Chartered Institute for Archaeologists)
- [Historic England initiatives](#) (Liz Long, Historic England)
- [HES framework for conservation skills and training](#) (Colin Tennant, Historic Environment Scotland)
- [College/university interface](#) (Scott Timpany, UHI Orkney)

12.15 **Short introductions** (Chair: Kate Geary)

- [Perspectives from Prospect](#) (Angela Gannon, Prospect Heritage Group)
- [Sector skills strategy for the historic environment](#) (Adam Jackson, HES)
- [Training in Headland Archaeology](#) (Julie Lochrie, Headland Archaeology)
- [Building History initiative](#) (Simon Gilmour, Society of Antiquaries of Scotland)
- [Skills Passports](#) (David Connolly, BAJR)
- [Scotland's Archaeology Strategy](#) (Rebecca Jones, HES)

13.15 *Lunch (supplied)*

14.00 **Table discussions:** Short-term actions; Medium to long-term solutions

15.20 *Refreshment break (café)*

15.40 **Plenary:** Including commitments for action!

16.15 **Next steps, thanks and close** (16.30)

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Annex B: Table of qualifications related to SCQF

Summary of current and *potential* learning and/or training opportunities in Scottish archaeology, related to the Scottish Credit and Qualifications Framework and SVQs (*potential examples in italics*)

Qualification/accreditation	SCQF ¹	SVQ ²
Informal learning and training	-	-
Heritage Hero Awards (various levels possible)	(5+)	(2+)
Skills Passport (various levels)	(5-7)	(2-3)
Modern Apprenticeship (<i>potential, various levels</i>)	5-7	2-3
Foundation Apprentice (<i>potential</i>)	6	3
<i>Higher</i> (<i>potential</i>)	6	3
Certificate in Archaeological Practice	6	3
NVQ Level 3-4 (incl. Marine)	6-9	3-4
NAS Certificate/Award in Maritime Archaeology	(6-9)	(3-4)
Professional Development Award (<i>potential, various levels</i>)	6-12	3-7
HNC (<i>potential</i>)	7	3
A-Level (defunct)	(7)	3
Technical Apprenticeship (<i>potential</i>)	8-9	4
HND (<i>potential</i>)	8	4
Graduate Apprenticeship	8-9	4
Degree (Hons)	10	4
Professional Apprenticeship (<i>potential</i>)	10-12	4-6
Masters	11	5
Advanced Professional Diploma (<i>potential</i>)	11	5
PhD	12	-
CPD (courses; events, accredited or not)	various	-

Contexts of learning for archaeologists

	Nature
<i>Apprenticeships</i> (<i>potential</i>)	<i>Formal</i>
Work experience	Informal
Internship	Formal
On the job	Informal
Employer training scheme	Formal or informal
Secondment	Informal
Mentoring	Informal
Blended learning/distance learning	Formal
Online learning	Formal
Conferences	Informal
Short courses	Formal or informal
CPD events	Formal or informal
MOOCs	Informal
Community training	Informal

¹ Scottish Credit and Qualifications Framework. (Approximate equivalents in brackets). See <http://scqf.org.uk/interactive-framework/>

² Scottish Vocational Qualifications. (Approximate equivalents in brackets). See <https://www.sqa.org.uk/sqa/2.html>

Introduction to the day

Robin Turner, Head of Survey & Recording/Chair Archaeology Training Forum

This introduction set the scene for the event on archaeological skills and training in Scotland, a response to an increasingly urgent need to train suitably-skilled archaeologists for immediate and longer-term needs. The aims of the day were to:

1. **Review where we are** with training archaeologists in Scotland
2. Explore **career entry opportunities** for colleges or colleges and universities
3. Consider **approaches to vocational training**, including apprenticeships and on-the-job training
4. Forge **links and collaborations** to address issues raised.

The morning began with a series of short talks from various perspectives from Scotland and further afield, giving a background and overview of the current state of play and initiatives. This initial talk sets the scene, and sets out some of the challenges that were to be addressed as the event progressed.

Vocational training in Scotland

Stephen Sheridan, Skills Planning Manager, Skills Development Scotland

An overview was presented of vocational training in Scotland and the relationship between skills and the economy. Skills Development Scotland (SDS) is the Scottish Government's National Skills Agency and has three key areas – activity, funding and apprenticeships – providing an all-age career service and developing an evidence base to inform investment in skills.

The Scottish Government are looking to dramatically increase work-based learning vocational pathways in schools to a range of careers in a variety of sectors. SDS is enabling this through the expansion of the apprenticeship family. This now includes Foundation Apprenticeship starting in schools, to Graduate Apprenticeships which provide employment and work-based learning to Masters level.

SDS are looking to the historic environment sector to become involved in influencing the curriculum and informing young people's careers choices. This can be achieved by working with employers and individuals to engage with schools as well as working with colleges and Universities, to ensure that provision reflects the sector's needs.

CifA overview UK

*Kate Geary, Head of Professional Development & Practice,
Chartered Institute for Archaeologists*

Significant skills losses over the course of the recession followed by a surge in demand for archaeologists as a result of infrastructure development has clearly presented a challenge to the sector in term of its capacity. It has also presented us with a huge opportunity – to change the way we recruit, train and develop accredited professionals and to embed career entry and professional development pathways in order to provide the career structure we have long

aspired to. The goal, of course, is to ensure a workforce fit for the 21st century: archaeologists who are technically and ethically competent, professionally accredited and recognised as such by fellow professionals and the public.

This talk provides an overview of CifA's work towards that goal, including promotion of, and support for, flexible career entry and development routes, leading to the development of a Chartered Archaeologist grade in the future.

CifA Scottish research

*Cara Jones, Senior Professional Development and Practice Coordinator,
Chartered Institute for Archaeologists*

Funded by Historic Environment Scotland in support of the delivery of Scotland's Archaeology Strategy, in 2017-18 the Chartered Institute for Archaeologists completed a review of skill shortages and training provision for professional archaeologists working in Scotland. The review identified data from desk-based sources which provided information on current training provision, and helped highlight skill shortages currently experienced by the sector in Scotland. The review also incorporated direct consultation with key archaeological organisations and training providers working in Scotland. This talk provides a short overview on the context and results of the review, and explores potential next steps for training provision for archaeologists working in Scotland.

Historic England initiatives

Liz Long, Heritage Apprenticeships Programme Manager, Historic England

This presentation looks at Historic England's approach to help train and maintain a skilled workforce to care for, conserve, and manage the historic environment in England into the future. It includes an overview of Historic England training and work-based placements available to different audiences – from new entrants into the sector to experienced conservation professionals. The presentation focusses on the development of apprenticeships for historic environment roles through the work of the Historic Environment Trailblazer Group, creating a new technical entry route into the sector through specialist training and paid employment. This is explained in the context of recent changes to technical education in England and labour market intelligence looking at the skills gaps and shortages in the workforce.

HES framework for conservation skills and training

Colin Tennant, Head of Traditional Skills and Materials, Historic Environment Scotland

The presentation discusses the social and economic factors and drivers behind the need for the historic environment sector to address its own skills, training and recruitment issues. Using the [SCQF framework](#), the presentation goes through the qualifications and training packages that HES have created to address gaps in technical conservation skills and those that it is currently developing and exploring at the current time.

College/university interface

Scott Timpany, Undergraduate Archaeology Programme Leader, Orkney College University of the Highlands and Island

The University of the Highlands and Islands (UHI) is embedded into the region, with 23 colleges in locations from Perth to Shetland, and the Western Isles to Elgin. The undergraduate BA (Hons) Archaeology course at UHI has been running since 2011-12, and postgraduate degrees in archaeology for over a decade. This talk illustrates the range of new archaeology degree programmes we offer to complement the BA, including BSc (Hons) Archaeological Science and a number of joint degrees with subjects such as Criminology, Sociology & Literature. The talk highlights the strengths of the taught degrees such as developing practical excavation and specialist skills as well as vocational training through placement modules. The talk overviews community engagement and training, and shows different pathways that can be taken into archaeology. Lastly the talk highlights areas of future development at tertiary and higher education levels that can increase archaeological learning and develop sector-specific skill sets.

Perspectives from Prospect

Angela Gannon, Chair of Prospect Heritage Group, Prospect

I have an interest in skills retention, career development and succession planning through my roles as Chair of Prospect's Heritage Group and Vice Chair of the Landscape Survey Group, and as an archaeological investigator with Historic Environment Scotland. Recent campaigns and surveys across the heritage sector have identified skills shortages in archaeology: at present there are not enough appropriately trained archaeological practitioners to meet the demands, made more acute by several major infrastructure projects. Furthermore, the uncertainty of Brexit is already affecting the recruitment of non-UK EU nationals. While Modern Apprenticeships, internships and employer training programmes are helping address these shortages, there is a pressing need to explore different pathways into a 'career in archaeology' and to provide opportunities to diversify the workforce at non-graduate level. The re-introduction of a college course at HNC and/or HND level is a route that should be developed.

Sector Skills Strategy for the historic environment

Adam Jackson, Head of Policy, Historic Environment Scotland

Skills and expertise development is a key priority that is recognised in *Our Place in Time*, the historic environment strategy for Scotland. Scotland's Strategic Historic Environment Forum, the high-level body that is driving *OPiT*, created a Skills and Expertise Working Group to explore the issues and needs. This cross-sectoral group has commissioned the creation of a Skills Investment Plan (SIP) for the historic environment, to look at the strategic direction and future needs and demands, and this work is being undertaken by consultants EKOS Ltd with funding from Skills Development Scotland and Historic Environment Scotland. After a desk-based exercise and stakeholder research, a SIP and associated Action Plan are expected to be published in Spring 2018.

Training in Headland Archaeology

Julie Lochrie, Learning & Development Manager, Headland Archaeology

Julie Lochrie describes the steps Headland Archaeology, a privately-owned heritage services provider, has taken to ensure a skilled and competent workforce. Not only has the company integrated employee development into a supportive network of inductions and appraisals, they have designed a Modular Training Programme. The programme is formed of over 150 short modules, linked to National Occupational Standards, and aimed at a level and job role relevant to the employee. The company has turned to a 'train the trainer' model to deliver this ambitious programme. Enabling employees to deliver effective training helps the workforce to build and develop itself, changing company culture as well as improving skills.

Building History initiative

Simon Gilmour, Director, Society of Antiquaries of Scotland (for Jeff Sanders, SoAS)

The Building History initiative aimed to explore how best to train the next generation of archaeologists and construction professionals to prepare them to work together in the future. We built a network of partners to create, fund and deliver a pilot initiative, with archaeologists teaching construction students, and construction professionals teaching archaeology students. This comprised: training; site visit; team-building; a visit to the Engine Shed in Stirling; and finally a survey and excavation at the NTS Dunmore Pineapple. We also ran a strategic discussion between representatives of the heritage and construction sectors, looking especially for innovative solutions to skills and training. The initiative confirmed: that there is a huge opportunity for innovation in pathways into archaeology and in maintaining a dialogue between different sectors; many different partners delivered an ambitious project in a short space of time, highlighting the power of partnership; and the potential of linking universities, colleges and the private sector, as well as enriching the teaching of other subjects, is huge. This requires articulation of need to be translated into teaching provision for an identified audience of learners.

Skills Passport

David Connolly, Principal, BAJR

The short talk focuses on moving forward with the Skills Passport, a document used to record training received in essential skills required by archaeologists, whether amateur or early career professional. The Passport, which was launched 3 years ago, can be used in conjunction with any company scheme or field school projects. However, although a flexible document it is not a structured learning scheme. The creation of an online Learning Management System is at an advanced stage, heralding the creation of the BAJR Academy – comprising a series of online courses, based on the core skills of the Passport, containing written material, images, videos and whiteboard animations. The BAJR Academy is expected to launch in April 2019. This will only be the starting point of an affordable Passport Accredited Learning Zone, providing the foundation for individuals or groups to continue their training on real sites and projects.

Scotland's Archaeology Strategy

Rebecca Jones, Head of Archaeology & World Heritage, Historic Environment Scotland

Scotland's Archaeology Strategy was launched by the Cabinet Secretary for Culture, Europe and External Affairs at the European Association of Archaeologists Annual Conference in 2015 in Glasgow. Developed collaboratively, it consists of five aims, all driving towards the vision to make archaeology for everyone. Aim five, Innovation and Skills, intends to insure that people have the opportunity to acquire and use archaeological skills; this Aim is being led by the Chartered Institute for Archaeologists with support from the Archaeology Training Forum.

Today's event will contribute to Aim Five and it is hoped that outcomes will feed into the Archaeology Strategy delivery plan, which can be adapted to better reflect the needs and wants of the archaeology sector.

We would encourage everyone to supply us with case studies of good projects that meet the Archaeology Strategy's Aims and Objectives (<http://archaeologystrategy.scot/promoting-the-strategy/>), and to tweet using #ScotArchStrat. To get in touch about the Strategy, please email: archaeologystrategy@hes.scot

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Annex D: Q&As following presentations

After the morning's 13 presentations, and before breaking for lunch, there was a short opportunity for questions and answers relating to the talks – although time did not allow the exploration of any substantive points. The key matters raised were as follows:

- Museums Representative highlighted the importance of museum and archive inclusion in the discussion. Museums often offer training opportunities for use in archaeological collections. There has been little discussion of these so far.
- Which body should be approached when working with museums? Museum partnership bodies, local authority museums and the Museums Group will offer help in setting up training opportunities.
- We may be widening the opportunities for work, but still only a small percentage of university graduates end up working in the heritage sector due to low salaries and limited openings. Should we perhaps focus on upscaling the skills of existing people in the sector first, enabling those already in heritage roles to rise up the ladder? Supporting Universities more in letting their trainees experience work to see if the heritage sector is for them?
- In commercial archaeology, they often struggle to find the uptake in training from within the sector when it is offered. There is always far more interest from outwith existing roles – i.e. historians, volunteers and students.
- There are worries of new vocational certificates diluting the work pool. The academia vs. vocational route is still very contentious. The industrial part of the sector still requires vocational skills, but there is need for a diverse workforce that also includes a more research-based outlook. Rebranding Archaeology to appeal to a larger workforce may reduce specialism levels, and there are fears that this may lead to an unskilled workforce overlooking research as was done in the early 20th century.
- The college sector itself has changed, and it's become increasingly necessary not just to educate, but also to train practically. It will be important to expand beyond university training, to also look at bespoke training in the workplace.
- Community archaeologists and teams of volunteers cannot necessarily be transported out of their local area to aid the wider workforce, so practical skills should be included from the ground-up at student level.
- Purely vocational skills will open the way for many young people who are perhaps not so academically inclined. More practically-trained individuals will add stability to the workforce and will create a bigger pool of workers for the commercial sector to draw upon for larger projects.
- There must be a balance in pushing skills both on an academic and vocational front. The different requirements of theoretical and commercial archaeology are getting in the way of progress towards a solution that would benefit both jointly.

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Annex E: Notes from workshop tables

Each of the five workshop tables included a Facilitator and a Note-taker plus up to eight other participants. The following notes give an idea of what was discussed in relation to the aims of the day. In accordance with Chatham House Rule, none of the comments are attributed to individuals or organisations. Each point was made by a participant and was not necessarily endorsed by others at the table.

TABLE 1

Short term

What are the immediate obstacles to having a suitably skilled workforce, and what could be done about them in the **short term**?

- Dependent on the individual and what they want to learn. Covering multiple bases of skills – knowing what needs to develop through placements. SVQs are very useful if a degree programme is not preferred.
- No suitable applicants for advertised jobs – mixed expectations from applicants and potential employers. Short-term placements for specific skillsets are a positive step.
- ‘Sandwich’ archaeology courses are a good idea, with a year taken to work in the industry
Link between institutions and organisations. Cross-platforms in working – skills learnt in workforce are not lost. Highlighting transferable skills.
- Industry-standard qualifications are important; not the institution or unit they come from. National coordination required to enable credibility across the sector.
- Modular approach to learning and training and courses = flexibility = parity of esteem.
- Divergence between academia and vocational skills are a problem in the sector.
- ‘Tertiary education’ should be adopted phrase, not FE/HE alone.
- Corporate and social responsibility a strength of the sector and work undertaken to date.
- Complex range of skills required in archaeology – can be good at digging but also needs to be good at thinking and understanding what it is that they’re digging.
- Difference between research dig and commercial sector is a challenge – diggers will struggle going from former to latter.
- Crossover between sectors and skills brings different thinking to the subject. Background informs thinking and brings added value.
- Evidence of transferrable skills – and in what way they are transferrable - and better marketing thereof – is needed.
- How to retrain from another sector and develop skills? Other industries are already good at this.
- Nationalising propositions means greater credibility. Find shared ground between different organisations and pool resources. Using external training providers through a shared resource. This could be augmented by public support.
- Government don’t engage well to responses to archaeology shortages, in comparison to construction workers.

- Depends on approach taken – archaeology needed to progress so that needs to be highlighted.
- Need, then, to sell archaeology and its central role in the wider sector.
- Shed light on what is/isn't critical – approach needs to be ruthless in messaging and lobbying.
- Tier 3 Visas – archaeology is not on the list. Pool of people being lost through no presence on the list – archaeology students have to leave as job not an option. Loss of skills.
- Qualification structure – does that give us a useful structure to move forward?

Longer-term solutions?

- Tripartite agreement and module leader agreement to ensure benefit of the placement and broaden horizons used in some institutions
- Structure to underpin what we're doing in training, learning and development, per the triangle schematics shown in the morning sessions.
- Good sharing practices and logging information is established in some university institutions and works well. Two-way engagement in the sector needs work.
- Engaging with students and universities already working to identify skills and knowledge.
- Lack of transparency in equivalent qualifications north + south of the border a challenge and possible hindrance.
- Field archaeology not viewed as a specialism like, for example, palynology. Joint study skills in academic study, e.g. archaeology and project management or archaeology and construction. This would mean improved field skills and an upskilled staff.
- Thinking is different between MA + NVQ so both qualifications are important, even if the NVQ is undertaken after completing an MA.
- Parity of esteem in qualifications – it's not trading down. Non-linear routes.
- Knowledge and competence of central importance
- Options for different pathways important – not all want to dig
- Balance per the above so important. Response to the market needed; self-reflection to identify what is most important and what can be lost. Working with professional bodies and academics.
- Realist of commercial archaeology needed for training students. Working with different companies provides broader experiences.
- Provision of smaller modules = more experience in the university. Mix + match short courses or modules, e.g. various NVQ modules together to build up to something more than the individual parts.
- Rebranding required for 21st century archaeology – success in recruitment and growing interest. More national coordination required, building on OPIT.
- Museums offer an opportunity to engage with post-ex work; accessing archaeology but via a different route
- Redetermination of what a specialist is, in the future, needs consideration. Identifying and redefining skillsets.

- Research skills will be lacking; losing skills to other sectors due to work instability.
 - Whole picture needs to be considered – all parts are important, from beginning to end.
 - Who in the universities is doing the digging training? Where are the skills coming from?
 - Units need to engage with universities then to develop skills.
 - Right tools for the right jobs are needed. Knowledge and competence are of equal value.
-

TABLE 2

- Second careers is missing from the narrative at the moment. A lot of people come into archaeology as a second career, which includes retraining, and should be represented. We must bear in mind that not all of these methods are for school-leavers, these are just one part of those entering archaeology as a career.
- Those working within archaeology can have an insular view of the profession, it is important to get perspective from those outside the profession.
- Wide access to basic level training is required. BAJR is a good start, as is the certificate in field archaeology, but it is difficult for some people to access and it tends to be focused on Edinburgh and Glasgow.
- Distance learning is working for the theory part of the learning.
- An impact assessment of the wider benefits could be useful (quantitative as well as qualitative information); brain and body active, soul, social and civic pride are just a few.
- Career Path is an issue. Universities are not producing vocational courses, there are some vocational elements in some courses, but these are specialist and have a narrow focus.
- There are also no traineeships, which would help build upon and further develop skills.
- Funding for placements as part of the degree could help, in the same way that it works for medicine, physio etc.
- Distance needed to travel to practical courses is a barrier to more people looking into archaeology as a career. This is where technology is vital. For example, UHI is well set up for long distance learning, and we need to invest in this for the future.
- If we start to rely on technology more, we need to ensure that there is training available in the technology.
- Digital platforms and connectivity are key.
- Need to widen understanding and perceptions of archaeology. Get to children and parents in primary schools, show it to be a legitimate career choice. Provide leaflets for parents and attend open days.
- There is a disconnect between students and the 'real world' or archaeology, and all parts of the sector need to help bridge this gap.
- The transferable skills that you gain as an archaeologist are not well advertised, and these core skills should be stressed, e.g. using total station, GIS etc.
- 'My World of Work' is one outlet that can be used to help students get a better idea of lots of different parts of the archaeology sector: <https://www.myworldofwork.co.uk/>

- This would include information about the core skills required, the salary, case studies from people in the sector and the transferable skills learned in this profession.
- Mapping a career route is difficult at the moment, but case-studies will be important in the meantime, to help people understand the potential of the career.
- We need to go into schools, and crucially, train careers advisors. In schools, it is these people who will suggest this as a career, by training them, they will feel confident to make the suggestion. A lot of people at the table were told that archaeology is a hobby and not a career choice.
- We must support archaeologists throughout their career to ensure that the highly skilled professionals are not leaving the sector.
- We must support skills gaps through accredited training.
- There is currently a lack of HR skills for middle career archaeologists. We should think about training managers too. We focus a lot on the archaeology specific skills, but we need to produce well-rounded individuals.
- Introduce a clear structure for support and training, the costs are high, but so are the benefits. We need to invest for the future.
- The same level of training across any organisation is important. We need co-ordination in learning for archaeology. For example, the finance sector has professional exams that people can work towards, which are recognised across the sector.
- Use external trainers for 'soft skills'.
- We need to train supervisors as well as managers, sometimes this level gets left out and people get no official management training and end up in charge of large teams.
- There needs to be reward for the training and implementation in work, there needs to be progression and employees need to see where they are going.
- At the moment, you can change companies and end up at the bottom of the pay scale again, so there needs to be some parity between different companies about the level of certain positions, and their associated salaries.
- HES needs to be more active and use their overview
- Training of volunteers cannot be lost in this either.
- A9 dualling will put stress on the workforce, we need to quantify this. Can we use similar equations to that used by the construction industry? At the very least, this will provide rough figures.
- This would involve talking to the construction industry, as well as archaeology units and companies, but will be a baseline against which to report changes in the workforce, and it shouldn't be too difficult to collate.
- We need more sustainable and diverse entry routes, noting that this isn't a watering down of the university curriculum.
- There doesn't need to be a tension, vocational also involves learning and research skills.
- We need to bear in mind that training isn't always sequential, and can be completed in conjunction with other things, e.g. modules of work.
- For understanding the social impact, would discussing with the NHS be useful?
- With this in mind, we should look at funding for innovative projects, such as artists.
- Funding at the moment has very rigid boundaries, so looking at the way in which archaeology is funded is important.

- Training in conservation, monument management and biodiversity as important too. Need to not think so narrowly about archaeology and the heritage profession as a whole.
- Funding is a requirement, could a training levy work? In dynamic partnerships, if the idea is right, the funding will follow. Again, we just need to think outside the archaeology box.
- We need sustainable training too, not just training that stops when project funding runs out. This needs to be built into projects from the start, although the maintenance of this is challenging.
- Multi-skilled workforce is the desired outcome, as this will help to ride-out the low points in the economy.
- There needs to be rewards to this career.
- Are local solutions required? Cycles of people, that are embedded in a place and can approach the people in that particular area.

Key Points

- ❖ Resources are required
- ❖ Get archaeology into the apprenticeship family (SCS)
- ❖ We need to start utilising technology and engaging with new career archaeologists, no matter their age.
- ❖ We need to form innovative partnerships
- ❖ Look at having companies be in more contact with the universities – not necessarily the field school/ unit based in University approach – but a closer relationship will allow university graduates get in touch with the reality of archaeology and address the disconnect.
- ❖ We need to get in early, so engage with schools from primary age
- ❖ We need to have a sales team which can promote archaeology as a career.
- ❖ Training needs to be active and there needs to be parity across the sector.
- ❖ National agency co-ordination will be key.

TABLE 3

Short Term Issues

- Communication: are all the key stakeholders tapped in
- Students: Don't know who to contact or where to go. We need to feedback opportunities to engage.
- Crowded Sector Landscape: Hard to navigate. Do we need an infographic?
- Course Structure: fieldwork requirement – some students treat it as box to tick
- Soft Skills: should be called 'essential skills'
- Need to put archaeology skills on a par with technical conservation skills

- Bin the phrase ‘Commercial Archaeology’. It perpetuates the divide. It is an arbitrary division and we need to change the language to make the sector accessible.
- Is archaeology really ‘the most transferable degree’? Why are anthropology numbers going up and archaeology numbers going down? Anthropology answers big questions. Archaeology seen as poorly paid and technical.
- Commercial vs academic: tensions even evident in the room.
- Are we right to catch people early? What about continuing education?
- CSAS Card: why are archaeologists as consultants treated like construction workers.
- Communication cascade – key messages to be agreed
- Landscape navigation – infographic?
- Language change
- Speak with one voice and ask people for theirs
- Stop speaking about archaeology as a lone subject – smash subjects together
- Use heritage/archaeology to tackle bigger issues
- Lots of the presentations talked about the same sorts of things – we need to be working more closely together. HES should steer this.
- Share resources and stop competing
- Better representation for ‘Commercial Sector’ on SSAC
- Connect up better with the postgraduate community
- Student forum to discuss careers – is there funding to bring them together to tell us what they want

Longer Term Issues:

- Trailblazers: evaluate this and innovate once it has been established. Can we steal this? See what happens with apprenticeships
- We need an evaluation plan moving forward. What has worked?
- ‘Festival of Failure’ #museumoops. Share fails and learn from them.
- Tackling diversity: Social mobility would be helped by apprenticeships but would this really tackle diversity. HES internships – 4/5 tackling equality and diversity.
- Paying for field experience is off putting.
- Not all universities accredit fieldwork opportunities
- Engage someone to drive forward training in Scotland.
- Integrated and cooperative fieldwork opportunities.
- We have to ensure that there are long-term jobs.
- Encourage university and college partnerships to invest in transferable and practical skills.

TABLE 4

- If you want to train, train yourself!
- Must note that there is a very great difference between teaching and training.
- Do we *have* a non-trained workforce at the moment?
- Recent graduates not suitably skilled for work employees expect the m to do.
- Field training experience of recent graduates is currently insufficient for them to hit the ground running.
- Other professions models might be better suited to archaeology e.g. training in university leading to graduate level vocational training as in medicine or architecture.
- Following graduation architecture graduates spend several years in employment while training further (NOTE this refers to RIBA Parts 1,2,3:
<https://www.architecture.com/education-cpd-and-careers/how-to-become-an-architect>)
- At university you learn background stuff, context – not the skills that you need to be a competent field archaeologist (this comes from experience of 20 years as a contract archaeologist).
- Why *should* archaeological fieldwork employers be expected to be the trainers?
- Universities are there to teach archaeological ethics.
- Practical skills cannot be taught in the classroom, has to be done through hands-on experience.
- Would hope that if a graduate joins an archaeological fieldwork employer they will be fully trained up within 6 months.
- Commercial archaeology has a high reliance on EU nationals.
- But the home-grown workforce should be trained up.
- Are graduates going into archaeological careers – are they seen as worthwhile jobs. If not, is it cost effective to undertake fieldwork training with them?
- Starting salary for a graduate in commercial archaeology is the same as for a shelf stacker in a shop! Why *should* graduates go into commercial archaeology?
- Universities' fears that their 'customers' (potential students) will be poached if alternative career pathways are developed are unfounded.
- Finding new entry routes into the profession has to be a priority, particularly given the need to open up archaeology to non-academic inclined young / older people.

What are our thoughts on other routes into archaeology?

- Good idea, but there needs to be obvious progression through to a career – not hindered by glass ceilings or filling dead-men's shoes.
- SCQF framework allows for alternative pathways into a career.
- If there are different pathways then there needs to be rigour in accreditation. For example, the Archaeology Skills Passport – who is qualified to sign off competency in skills? There needs to be transparency in accreditation.
- In fairness the Archaeology Skills Passport is a training log rather than an accredited scheme.
- Competency in the innate practical skills of field archaeology should circumvent hitting glass ceilings – talented people will always be rewarded, and there should be promotion

through one's career due to competency rather than through reaching a certain level on a schema.

What about the shortage of suitably trained staff?

- Certain specialisms are difficult to fill. If someone retires or passes away their absence can leave a huge gap for the sector. These specialisms might benefit from apprenticeships.
- Is there going to be a skills shortage in the short to medium term? Might there be opportunities to backfill from people re-entering the profession who left during the last recession? Do we react to this short term skills shortage, or do we go back to basics to find a fresh approach to how we teach and train?
- HS2 in England is going to suck in archaeologists from other areas, leaving gaps in Scotland.
- So there is an urgent issue here.
- During previous shortages we had to fill the skills gap by pulling in undergraduate students into commercial projects. Shortly afterwards there was the crash – so the industry does seem to go through these cyclical peaks and troughs.
- Should note that there is a financial implication to whatever the output is from today's discussion – people's time, materials, undertaking research, qualifications development and testing etc.
- Archaeology student numbers are falling in university – a problem compounded by universities operating to a business model.
- Community archaeology differs – it is *all about* training, but 98% of people taking part are not interested in accreditation!
- The new framework being proposed should be open to all.

Longer term solutions.

- University fieldwork requirement had been 56 days, and has since been cut to 25. Students have to pay to go on fieldwork in many cases. Practical component at university is shrinking. How is parity of fieldwork / training between universities going to be ensured?
- SCUFA in 1990's saw university field school heads agree on components of training schools to ensure the same topics were being taught to a comparable standard.
- Could there be a centralised field school for Scottish students?

What's stopping us doing something?

- Lack of accessible information. The CBS calendar of excavations is needed again, otherwise how does a willing workforce know where to go?
- This could be posted by DigIt, BAJR, or others – as long as it's available somewhere. As long as everyone knows where to look.
- CIFA Scotland can do something – build links with student societies to help identify available training and potential excavations.

Barriers.

- We cannot take on young people under 16 years of age. And we need to get them while they are young.

- There are ways to get around this – Disclosure certification, insurance, making sure under 16s are accompanied by a parent etc.
 - What about increasing the diversity of the workforce?
 - Depends on where you are – very diverse workforce in London, less so in the Northern Isles. Maybe this is less of an issue than thought, and reflects wider demographics.
-

TABLE 5

Short term issues and some solutions:

- There is a lack of jobs, rather than a lack of people
- Work towards improving jobs prospects/contracts across the sector
- Consider appropriate language, rather than pejorative terms, such as ‘Unit’, (Commercial organisation) and ‘digger’ and ‘fodder’ (highly skilled archaeologist).
- Consider how universities could engage better with industry
- Consider how archaeology is part of the ‘liberal arts’ and as such can be perceived as a subject that has little contribution
- Communicate the broad range of opportunities that are available to people who want to study/engage with archaeology. See reference Holtorf C (2016) *Archaeology is a Brand*, Routledge London.
- Could Local Authority archaeologists include training/skills caveats/conditions in their contracts?
- Apprenticeships require input from employers and this work/time/skill needs to be suitably resourced
- Consider ‘labelling’ or creating a map of all the routes to skills/training/qualifications. This would require a unified or collaborative system.
- Communicate Scotland’s Archaeology more collaboratively and who is responsible/able to do this...?HES/Archaeology Scotland/Archaeology Strategy delivery plan?
- The current demographic biases a certain aspect of the population engaging with much of archaeology. Are these groups able to pay, in order to fund widening participation agendas and inclusivity?
- Issue about not having a Higher in archaeology at schools- can the sector lobby for this?
- Clarify the issue about whether an archaeology undergraduate degree is recognised as a first degree for conversion to PGDE
- Data about heritage sector is currently not providing information to make short-long term decisions appropriately.
- What type of archaeology and archaeologists are going to be undertaken in the future? It’s no good training prehistorians when the majority of commercial organisations encounter 18th-20th century archaeology during developer funded projects
- Scotland rarely provides big infrastructure projects, is this a case of market saturation
- Managing student expectations is a crucial necessity
- Broaden diversity in the sector- both in terms of skills, demographic and people

Longer term solutions:

- National Trust for Scotland collaborating with Stirling University
- Need to create new routes for the broad range of 'student' profiles.
- The Centre for Open Learning at the University of Edinburgh teaches archaeology to returners to learning, encompassing a broad range of courses (see: <https://www.ed.ac.uk/studying/short-courses/subjects/archaeology>) and new courses are due to be developed that will focus on skills
- Can the Modern Apprenticeships be available to mid-career professionals, to change careers?
- Consider whether there should be a Scottish Archaeology Training Framework, in the model of ScARF. Could Archaeology Scotland lead on this, as part of their Archaeology Learning Group?
- We should be more creative and imaginative across the sector, to highlight the diversity of what archaeology and heritage can bring to people. This ties into Aim 1 of Scotland's Archaeology Strategy

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Annex F: Plenary discussion notes

Following a short reporting back session from the workshop table Facilitators, there was time for broader discussion in plenary, the main points arising from which were as follows:

- Infrastructure, politics and competitiveness are all cited as the most prominent barriers in progress on sector-wide training.
- We need more insight into the practical application of skills in the academic sphere and the benefits these could bring.
- There is a need to upskill existing qualified practitioners who may not have gone down the route of practical fieldwork. This requires incentives for cross-over.
- Increased collaboration between all parts of the sector is key. Creation of 'Innovation Centres' for collaborative projects would be ideal – whether in a physical or digital space. We must refrain from assigning blame to any particular part of the sector, and instead work together to create new opportunities.
- Employability metrics cannot be fully relied upon, as they are very time-specific and do not represent the fluctuations of workforce demand. What other data systems can be interrogated to discover current & future demand.
- Funding is very important in all of this. Who is backing the establishment of training systems and what external sources can be drawn upon to create ongoing support? Will there be enough monetary incentive in roles to draw new people into the industry?
- There needs to be variation in the systems of training offered. Partnership between academia and industry to improve transferrable skills and integrate courses across various facilities. Introduction of module-based training accessible for those not looking for particular qualifications, but just looking to build skills.
- Access to the profession should be broadened in general without devaluing specialist skillsets. Universities are often extremely exclusive, so colleges should have the opportunity to give access-level courses to students who may be less academically inclined but more interested in the practical aspects of the craft.

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Annex G: List of attendees

The attendance list for the day is as follows, although not all attendees on this list were able to stay until the end of the day.

Invitee		Organisation	Position	e-mail
Kenneth	Aitchison	Landward Research	Executive Director	kenneth.aitchison@landward.eu
Dan	Atkinson	Wessex Archaeology	Director, Coastal & Marine	d.atkinson@wessexarch.co.uk
Warren	Bailie	GUARD Archaeology	Operations Manager	Warren.bailie@guard-archaeology.co.uk
Beverley	Ballin Smith	Archaeology Scotland	President	beverley.ballinsmith@guard-archaeology.co.uk
Genna	Bard	HES – Historic Environment Scotland	<i>Heritage Performance Development Officer</i>	Genna.bard@hes.scot
Mike	Benson	Scottish Crannog Centre	Director	mikeb@crannog.co.uk
Carol	Brown	Icon Scotland – Institute of Conservation	Scotland representative	cbrown@carol-e-brown.com
Lisa	Brown	HES – Historic Environment Scotland	Archaeological Science Manager	Lisa.brown@hes.scot
Melanie	Bruhn	HES – Historic Environment Scotland	Business Support Assistant	Melanie.bruhn@hes.scot
Pete	Connelly	FAME – Federation of Archaeological Managers and Employers/York Archaeol Trust	Archaeologist	pconnelly@yorkat.co.uk
David	Connolly	BAJR – British Archaeological Jobs Resource	Founder	info@bajr.org
Tom	Dawson	St Andrews University/SCAPE Trust	Principal Research Fellow	tcd@st-andrews.ac.uk
Debbie	Frearson	CBA – Council for British Archaeology	Training Officer	debbiefrearson@archaeologyuk.org
Angela	Gannon	Prospect Heritage Group	Chair	Angela.gannon@hes.scot
Kate	Geary	CifA – Chartered Institute for Archaeologists	Head of Professional Development & Practice	Kate.geary@archaeologists.net
Simon	Gilmour	Society of Antiquaries of Scotland	Director	director@socantscot.org
Peta	Glew	CifA Scottish Group – Chartered Institute for Archaeologists	Chair	Pglew@yorkat.co.uk
Alex	Hale	HES – Historic Environment Scotland	Archaeology Projects Manager	alex.hale@hes.scot
Mike	Heyworth	CBA – Council for British Archaeology	Director & Company Secretary	mikeheyworth@archaeologyuk.org
Sarah	Hunt	SDS – Skills Development Scotland	Key Sector Development Executive	Sarah.hunt@sds.co.uk
Fraser	Hunter	NMS – National Museums Scotland	Principal Curator	f.hunter@nms.ac.uk
Adam	Jackson	HES – Historic Environment Scotland	Head of Strategy and Policy	Adam.jackson@hes.scot
Cara	Jones	CifA – Chartered Institute for Archaeologists	Senior Professional Development & Practice Coordinator (Scotland)	cara.jones@archaeologists.net
Rebecca	Jones	HES – Historic Environment Scotland	Head of Archaeology & World Heritage	Rebecca.jones@hes.scot
Susan	Kruse	ARCH Highland – Archaeology for Communities in the Highlands	Learning and Engagement Manager	info@archhighland.org.uk

Archaeological Skills and Training in Scotland 2018 – Annex G: List of attendees (cont.)

Invitee		Organisation	Position	e-mail
Dan	Lee	ORCA – Orkney Research Centre for Archaeology	Lifelong Learning and Outreach Archaeologist	daniel.lee@uhi.ac.uk
Alan	Leslie	INHERIT – Institute for Heritage & Sustainable Human Development/York Archaeol Trust	Director	aleslie@yorkat.co.uk
Julie	Lochrie	Headland Archaeology	Learning & Development Manager	Julie.lochrie@headlandarchaeology.com
Liz	Long	Historic England	Heritage Apprenticeships Programme Manager	Liz.long@historicengland.org.uk
Gavin	MacGregor	Northlight Archaeology	Archaeologist	gmacgregor@yorkat.co.uk
Anna	MacQuarie	Society for Museum Archaeology	Scotland Representative	anna@socantscot.org
Christine	McPherson	EAFS – Edinburgh Archaeological Field Society	Chair	cemcp80@operamail.com
Roger	Mercer	Independent	-	Rogerjmercer@aol.com
Gordon	Noble	Aberdeen University	Reader	g.noble@abdn.ac.uk
Kirsty	Owen	HES – Historic Environment Scotland	Senior Archaeology Manager	Kirsty.owen@hes.scot
Tessa	Poller	Glasgow University	Research Support Officer	Tessa.Poller@glasgow.ac.uk
Daniel	Rhodes	NTS – National Trust for Scotland	Archaeologist	drhodes@nts.org.uk
Elizabeth	Robertson	Scottish Student Archaeology Society	Fieldwork Project Officer	2195922r@student.gla.ac.uk
Tanja	Romankiewicz	Edinburgh University	Leverhulme Early Career Fellow	T.Romankiewicz@ed.ac.uk
Tamsin	Russell	Museums Association	Professional Development Officer	tamsin@museumsassociation.org
Stephen	Sheridan	SDS – Skills Development Scotland	Skills Planning Manager for Construction	stephen.sheridan@sds.co.uk
Eddie	Stewart	Scottish Student Archaeology/Glasgow University Archaeology Society	Representative	gu_archsoc@hotmail.com
Celia	Sweeney	HES – Historic Environment Scotland	Equalities Manager	Celia.sweeney@hes.scot
Colin	Tennant	HES – Historic Environment Scotland	<i>Head of Traditional Skills & Materials</i>	Colin.Tennant@hes.scot
Scott	Timpany	UHI – University of the Highlands & Islands – Archaeology Institute	Undergraduate Archaeology Programme Leader	Scott.timpany@uhi.ac.uk
Robin	Turner	HES – Historic Environment Scotland	Head of Survey & Recording	Robin.turner@hes.scot
Brian	Wilkinson	HES – Historic Environment Scotland	Activities & Events Manager	Brian.wilkinson@hes.scot
Andrew	Youngson	SFC – Scottish Funding Council	Senor Policy Officer	ayoungson@sfc.ac.uk

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Annex H: Acknowledgements

The event was hosted by Historic Environment Scotland (HES) and linked to Aim 5 of Scotland's Archaeology Strategy and the Forward Plan of the Archaeology Training Forum. The event took place in Scottish Apprenticeship Week, and was linked to Scotland's Year of Young People.

The event was devised with the assistance of a small organising group consisting of:

- Lisa Brown, HES
- Angela Gannon, Prospect
- Simon Gilmour, Society of Antiquaries of Scotland
- Cara Jones, Chartered Institute for Archaeologists
- Rebecca Jones, HES
- Roger Mercer, archaeologist
- Robin Turner, HES

The event would not have been possible without the hard work of HES colleagues, in particular:

- Melanie Bruhn (Principal Organiser)
- Genna Bard (Organiser and Scribe)
- Santi Aribas (Videographer)
- Ali George (Social Media)

Thanks are due to the speakers (Annex A) for the high quality of their presentations and for allowing themselves to be recorded and for the videos to be published on YouTube.

We are grateful to the workshop table Facilitators and Note-takers:

- Lisa Brown, HES
- Angela Gannon, Prospect
- Kate Geary, Chartered Institute for Archaeologists
- Alex Hale, HES
- Mike Heyworth, Council for British Archaeology
- Car Jones, Chartered Institute for Archaeologists
- Anna MacQuarrie, Society for Museums Archaeology
- Kirsty Owen, HES
- Tessa Poller, Glasgow University
- Brian Wilkinson, HES

We would like to thank everyone who attended for investing their time to support the event; the spread of views and quality of ideas show how important it was to have different perspectives represented.

Robin Turner
April 2018