



## Contents

Background .....	3
Methodology.....	3
Key Findings .....	4
Respondents to the survey .....	4
Economic climate .....	5
Partnerships across the sector .....	5
CPD and Skills .....	5
Sample .....	7
Skills.....	9
CPD .....	18
Funding .....	21
Historic environment is a low priority .....	21
Training budget is wider than the service.....	21
Future .....	23
Economic Climate .....	26
Partnerships across the sector .....	26
CPD and Skills .....	26
Strategic .....	27
Influence .....	28
Appendix A.....	31
Appendix B.....	43

## Background

Each year English Heritage produces Heritage Counts ([www.heritagecounts.org.uk](http://www.heritagecounts.org.uk)) on behalf of the Historic Environment Forum. 'Heritage Counts' is an annual survey of the state of England's historic environment. This year the theme is the historic environment and skills.

English Heritage provided funding to the Institute of Historic Building Conservation (IHBC) (<http://www.ihbc.org.uk/>) and Association of Local Government Archaeological Officers (ALGAO) (<http://www.algao.org.uk/>) to undertake a survey on skills gaps and issues among local government officers working in the historic environment.

The aims of the projects are to:

- Understand where possible gaps in skills exist
- Understand preferred methods of developing skills so as how best to fill gaps
- Potentially provide baseline data to allow us, in future years, to identify emerging trends and threat.

Research Team was tasked with providing research support to ALGAO.

## Methodology

Following consultation with both English Heritage and ALGAO Research Team developed a research programme designed to meet the project aims.

An online survey was developed (Appendix A) to ensure the results were comparable with IHBC's survey work and met the needs of ALGAO as well as the overall aims of the project. The survey was aimed at ALGAO nominated representatives, i.e. the most senior archaeologist in each member authority, and was made available between 1st July and 19th July 2013. This survey also provided an opportunity for ALGAO to gain feedback from their members to support future work within the organisation. The online survey was designed and programmed by Research Team and shared to ALGAO's membership via email using the link [www.researchteam.eu/algao](http://www.researchteam.eu/algao) . The online survey received 64 responses.

Within the online survey the respondents were given the opportunity to opt in for a qualitative telephone discussion (Appendix B) to explore any identified issues further. Each of the respondents that agreed to complete a telephone survey received an email with potential time and dates to complete the discussions. This process resulted in 14 in-depth telephone surveys being completed. The telephone discussions lasted around 30 minutes and provided the opportunity to explore feelings and ideas around the project aims and help contextualise the results. The telephone surveys took place during the week beginning 15<sup>th</sup> of July and were completed by Friday 26<sup>th</sup> of July 2013.

Once the surveys and telephone discussions had been completed Research Team collated the results and analysed the findings to produce the final report that both met the requirements of the project but that could also be used by ALGAO to guide future organisational plans.

## Key Findings

The results highlight that in the future skills gaps will exist in Promotion and Business Management and Fundraising. There is also a clear indication that the local government archaeological sector could lose many years of experience if additional succession planning is not put in place immediately.

The respondents highlighted that their preferred method of developing skills is through Practical Experience and on the job training (73%) and Short courses (64%) along with Local Professional Body Meetings and Events (60%). Figure 15 compares how the respondents had actually developed their own skills and shows there are clear gaps between these preferred methods and the current methods of CPD in the sector.

The results provide baseline data that can be used to benchmark any changes in future years that could identify emerging trends and threats to the future of the sector. The skills of Promotion and Business Management and Fundraising are areas that need developing in both the respondents and their teams. Currently these areas have been rated as Crucial by 8% and 22% respectively. The importance of both of these areas of work should be monitored carefully in the future. The telephone interviewees highlighted them as becoming increasingly important skills.

The results of the telephone interviews highlighted clearly that government cuts are impacting on the sector directly and that there is a need for archaeological staff to cover a broader range of responsibilities, including financial and administrative duties previously performed by support staff. Due to the financial restrictions being placed on local government a large number of experienced individuals are leaving the sector either voluntarily or otherwise through retirement or creating their own consultancy companies. The telephone interviewees shared the view that this appears to have been matched by a reduction in their conservation colleagues. In some counties more than 150 years' combined experience has gone or will be going in next few years.

## Respondents to the survey

- 72% of the respondents are aged 55 years old or older and 70% have more than 20 years' experience highlighting a vast amount of experience in the local government archaeological sector.
- The average number of archaeological team members is 3 with the largest team having 15 permanent members and the fifteen smallest teams only having 1 member of staff.
- 70% of respondents have BA / BSC's, 34% MA or MSC's and 15% have PHD/DPhils in Archaeology or related subjects.

## Economic climate

The reduction in local government budgets is having a direct impact on the way the services are working. Fundraising and the recruitment and management of volunteers are seen as key new skills required in the sector.

- There are clear signs that the sector must become more business-like, with many services already charging for their work and there is a feeling this could extend to more local authorities. A result of this change is the need for the departments to have a greater responsibility for cost and budget management along with fundraising.
- Funding of the local service (74%), Reduction in influence (58%), Lack of succession planning (42%) and Recruitment Freeze (41%) were the most frequent responses when asked “What do you see as the main issue for local government archaeology over the next few years?”
- Unsurprisingly 100% of respondents rated Development management and archaeology (e.g. planning consultation responses, major infrastructure, urban development, appeals / public inquiry) as Critical skills and 94% rated both Heritage protection (e.g. planning, policy/legislation, designation) and Recording and information management (e.g. HER development, GIS, web accessibility, characterisation ) as Critical skills.
- Promotion (46%), Management (Business finance & fundraising) (29%), Post Excavation & Publication (25%) and Heritage at Risk (21%) were rated as Useful or Not necessary skills.

Through the qualitative telephone interviews it is clear that fundraising is becoming more important in the role of the local government archaeology departments. Skills in this area have mainly been developed through Practical experience and on the job training. Although the interviewees shared the view that this was becoming more important the online survey respondents have rated with relatively low importance overall.

## Partnerships across the sector

The telephone respondents identified the need to work in partnership (“more joined up working is required”) and one benefit of these partnerships could be additional training opportunities - “ALGAO could provide more training by working in co-operation with the Institute for Archaeologists and the Council for British Archaeology”. The respondents show a desire to work in partnership with other organisations to sustain future work in the sector and to ensure skills gaps and training needs are met.

University partnerships are seen as useful and could provide support to the sector through the development of key courses and the expansion of archaeology degrees to include some of the wider skills sets that are now required in the local authority roles.

## CPD and Skills

The online respondents have developed their own skills mainly through Practical experience and on the job training. The preferred method of developing skills was identified as short courses.

Positive areas identified include programmes underwritten by the CBA, IFA and for industry placements but there are only a handful of these every year and it is felt there should be more.

- When asked to rate their own skills, Heritage protection (92%), Development management and archaeology (88%), Field archaeology techniques (60%) and Project development and project management (50%) responded with a rating of Skilled. Management (Business finance & Fundraising) was the only skill that was rated as Unaware (little or no knowledge) and only by 6% of the respondents.
- In comparison when asked to rate the skills within their teams Recording and information management (81%), Heritage protection (73%), Development management and archaeology (73%), Field archaeology techniques (72%), Post excavation publication (51%) and Heritage at risk (51%) were rated the most Skilled areas. With Promotion, Engagement outreach advocacy and promotion, Management (Business finance & fundraising) and Historic built environment being rated as Unaware (little or no knowledge) by 3% of the respondents.
- With regards CPD just less than half (44%) do not receive support from their employer to allow them to attend training courses and 30% are not given the chance to attend meetings and events. 76% do not receive the offer of mentoring from other staff, and 69% are also not currently offered in house training.
- 33% of the respondents are CPD budget holders with an average budget value of £337.50 per person.
- 96% of respondents feel that ALGAO should have a role in developing training plans for the local government archaeological sector.

There are many roles within the sector that are only learnt on the job for example running archaeological excavations. This experience is invaluable now that the sector has to manage and monitor external volunteer teams.

Another theme repeated during the telephone interviews was the need to ensure job roles are drawn up in a meaningful way to truly represent what is required in the roles.

There is a fear that there may be very little service in the future with respondents suggesting that “there will be very little local government does apart from operate social services”. Other predictions include that there may well be fewer, more centralised services including regional approaches and the loss of smaller city/single district services.

## Sample

The ALGAO-England membership is made up of 86 senior archaeologists and each service ranges from 1 to 15 permanent members of staff. The online survey received 64 responses and to explore the responses and provide a more qualitative element to the research an additional 14 in-depth telephone discussions were completed.

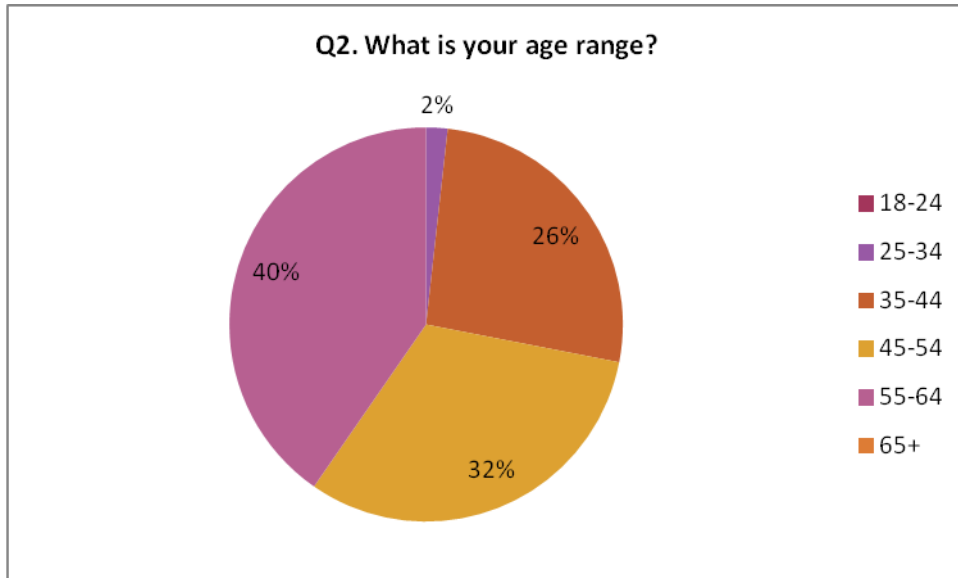


Figure 1 Age Range

Figure 1 shows that 40% of the respondents are in the age bracket of 55-64 and 32% are 45-54. This could indicate that the local government archaeological sector needs to recruit more young people to ensure succession and continuity of services is secured for the long term.

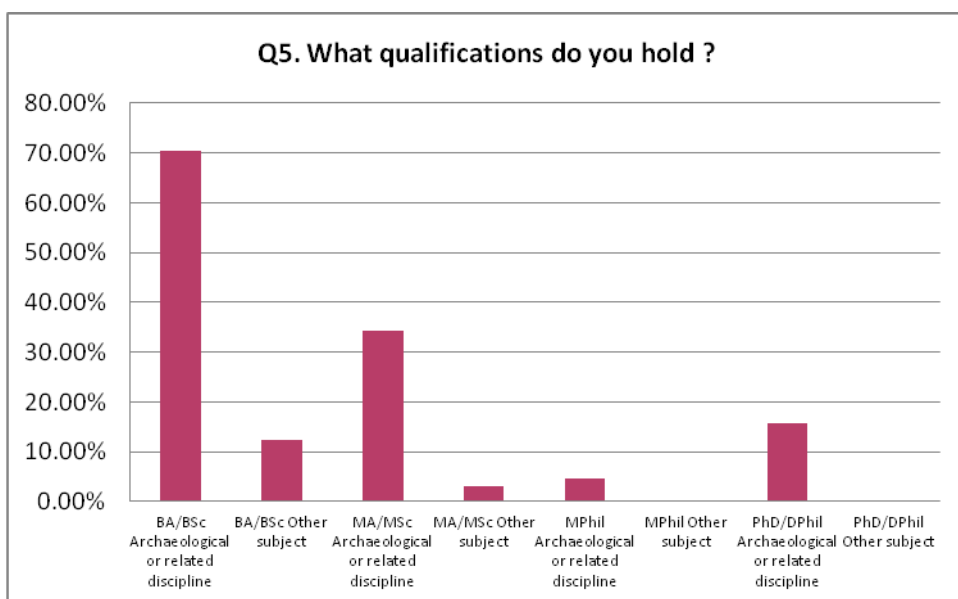


Figure 2 Qualifications

### Q6. How long have you worked in the archaeological sector?

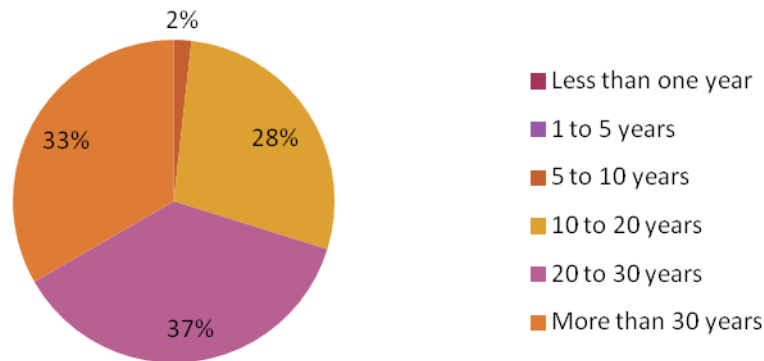


Figure 3 Years Service

The number of years worked in the archaeological sector again highlights the fact that the respondents have vast amounts of experience and may indicate a need for further succession planning.

### Q7. Are you a member of any of the following?

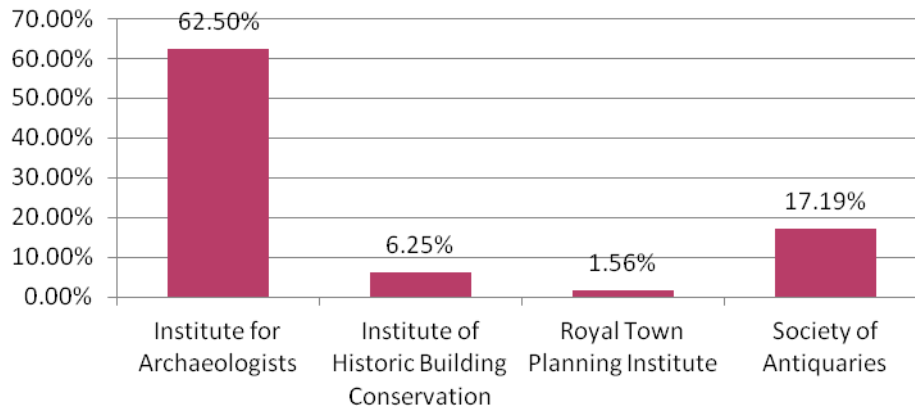


Figure 4 Professional memberships

'Other' answers included ISAP, FSA Scotland, RAI and European Association.

### 8. How many people are there in your archaeological team? (Permanent posts)

Average	3.3
Max	15
Min	1

Table 1 Number of people in the team



The number of people in the archaeological teams shows that the average team has 3 members. The biggest teams are 15 and fifteen of the smallest services only have one person.

## Skills

The expansion of responsibilities in the sector has often led to local government archaeologists spending less time providing specialist advice and more time managing volunteers and fundraising “teams are small so everyone needs to do everything, business skills, finance, forward planning, everything”.

To gain a baseline and understanding of the importance of skills required in the sector Question 9 of the online survey asked the respondents to rate the importance of the following key skills;

- Heritage protection (e.g. planning, policy/legislation, designation)
- Development management and archaeology (e.g. planning consultation responses, major infrastructure, urban development, appeals / public inquiry)
- Recording and information management (e.g. HER development, GIS, web accessibility, characterisation )
- Promotion (tourism, lobbying, media)
- Field archaeology techniques
- Post-excavation and publication
- Engagement, outreach, advocacy & promotion
- Management, business, finance & fundraising
- Project development and project management
- Heritage at Risk (includes rural conservation)
- Historic built environment.

The respondents rated each of these against a four point scale;

1. Crucial
2. Valuable
3. Useful
4. Not necessary.

The results of this question provide a rating of the skills and their importance as perceived by the ALGAO membership. Unsurprisingly Figure 5 shows that 100% of respondents feel that Development management and archaeology (e.g. planning consultation responses, major infrastructure, urban development, appeals / public inquiry) is Crucial and 94% rated both Heritage protection (e.g. planning, policy/legislation, designation) and Recording and information management (e.g. HER development, GIS, web accessibility, characterisation ) as Crucial.

**Q9. Which skills are important for local government archaeological service delivery and development?**

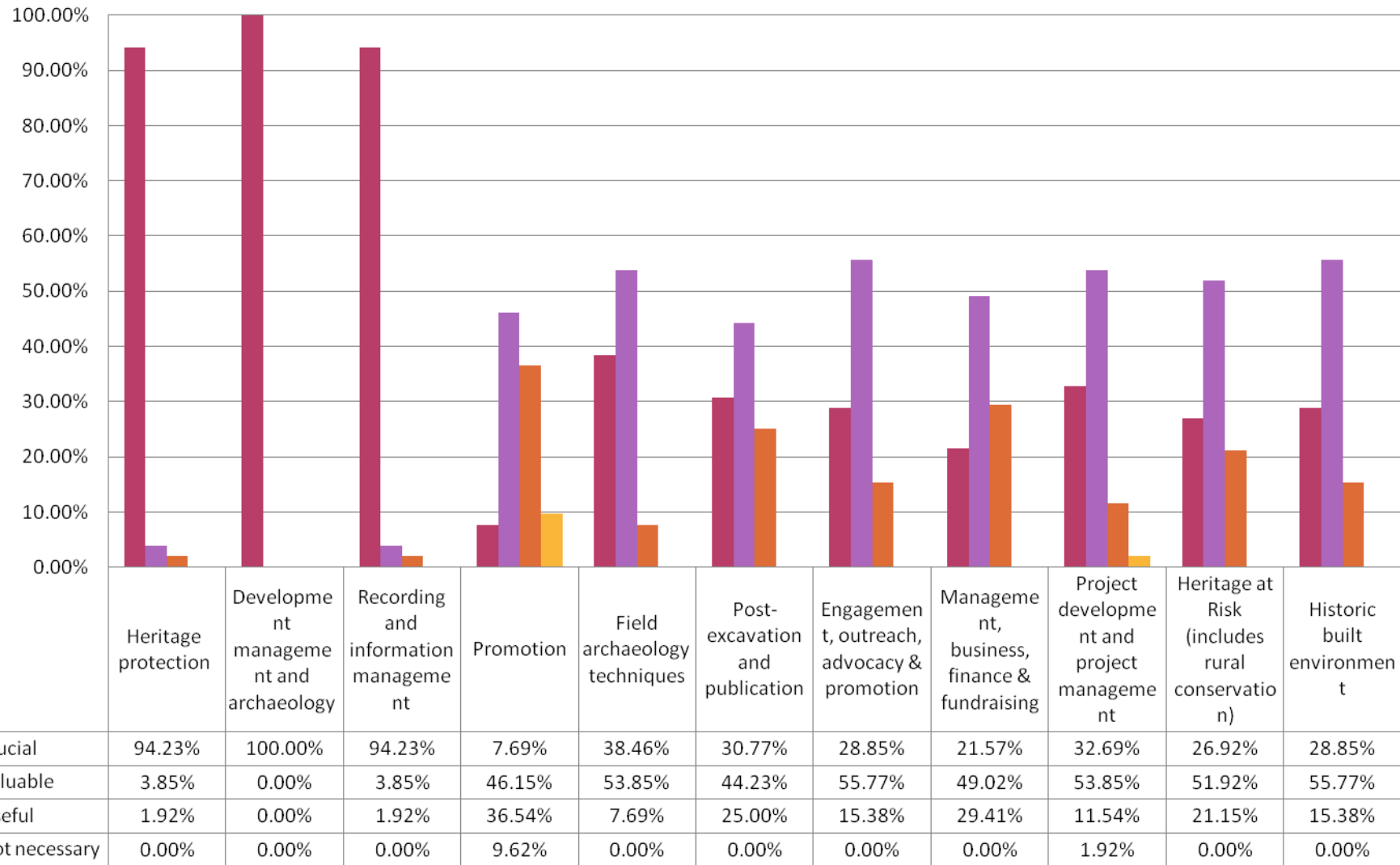


Figure 5 Importance rating

**Q9. Which skills are important for local government archaeological service delivery and development? Rating of importance (Crucial & Valuable / Useful & Not Necessary)**

■ Useful & Not necessary ■ Crucial & Valuable

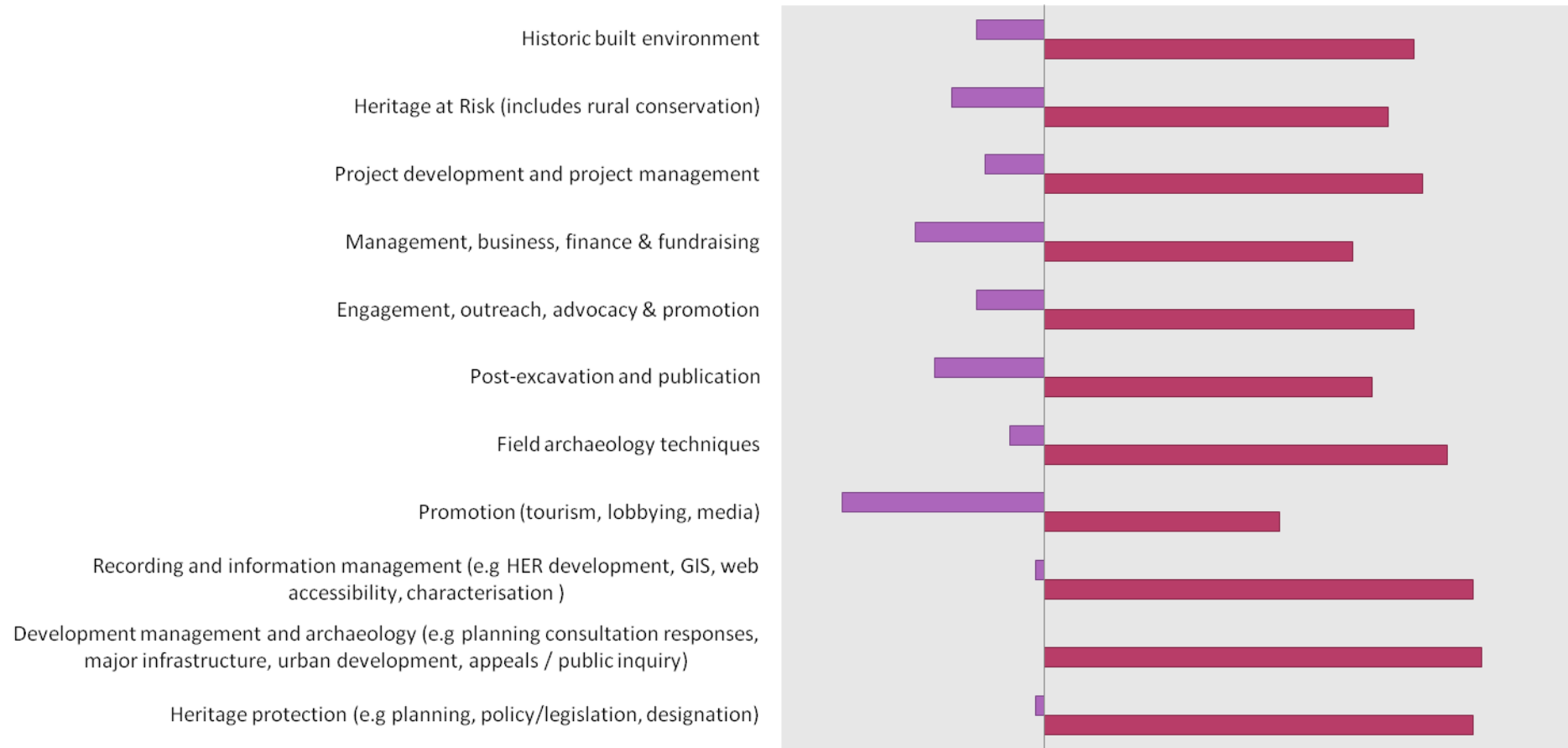


Figure 6 Alternative visualisation of ratings of skills required

### Q10. Please rate your own skill levels

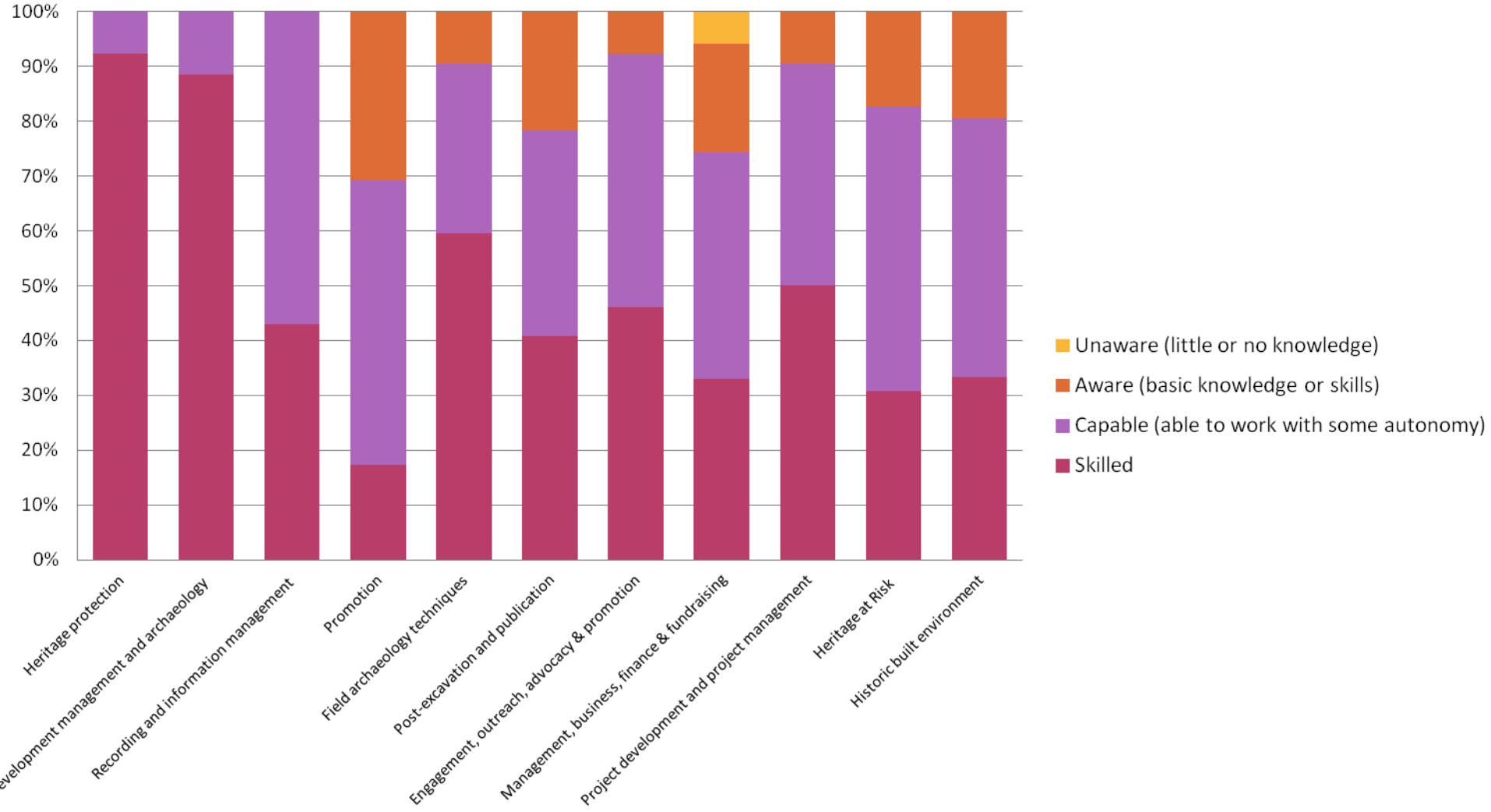
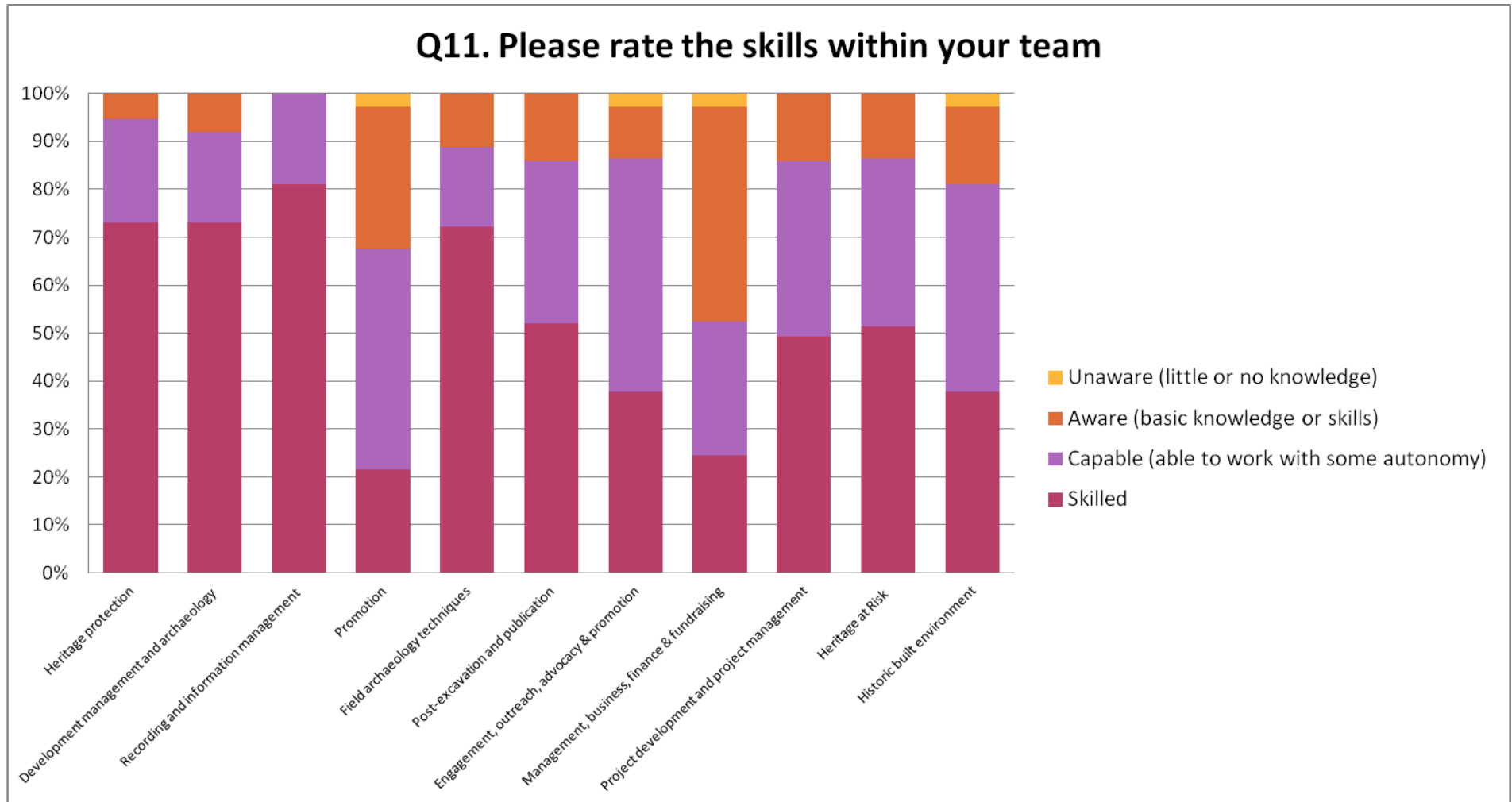
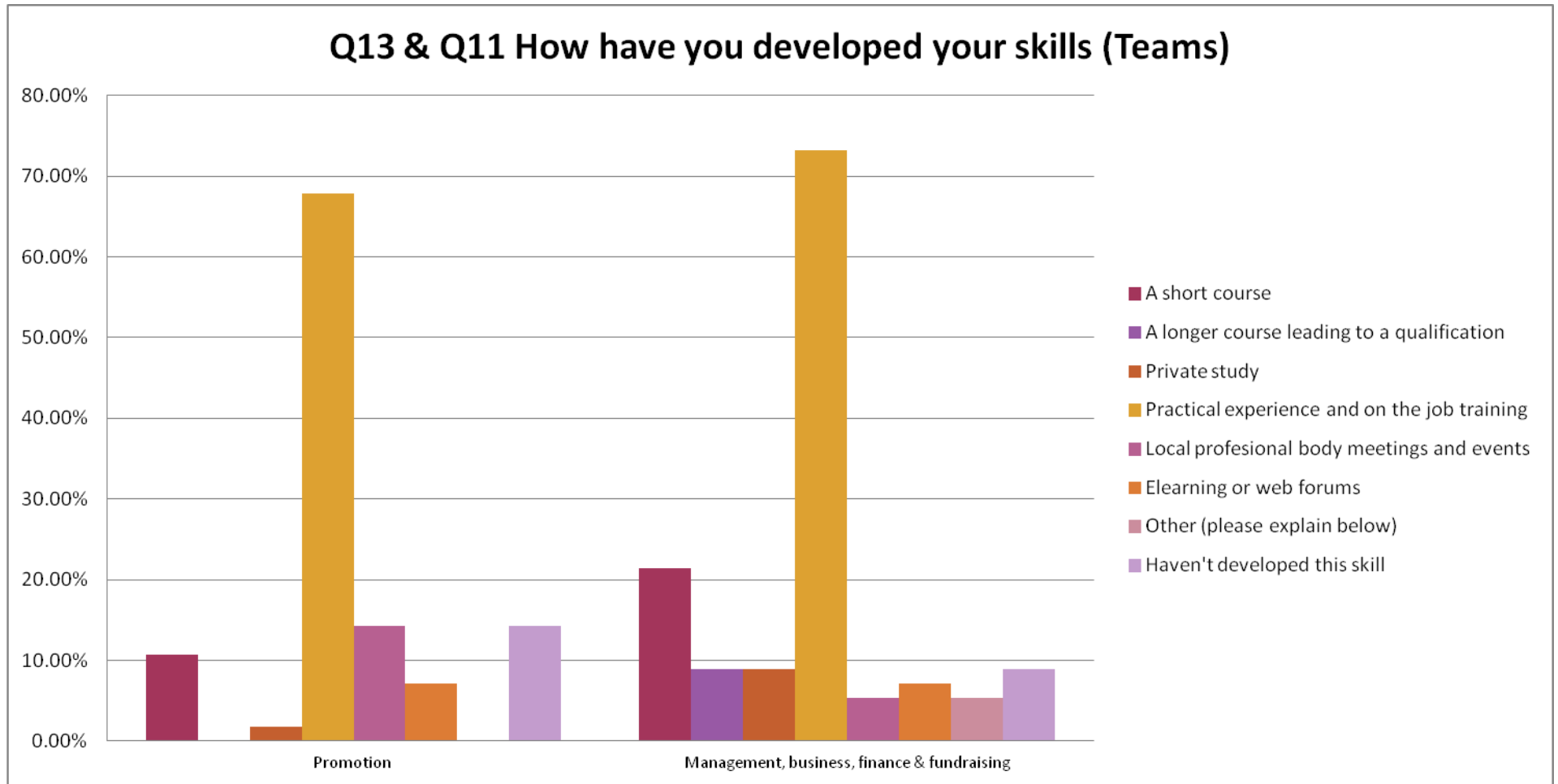


Figure 7 Rating of respondents own skill levels



**Figure 8 Rating of team skills**

Figures 7 and 8 highlight the differences in management skills and the skills available within their teams. The statistics also show that Promotion and Business Management, Finance and Fundraising are not currently crucial to the role and the skill levels within these areas are not as strong as other areas.



**Figure 9 How are low skilled areas currently developed**

Figure 9 highlights the areas that are currently rated as the least skilled and how these skills have been developed. With Short Course, Local Professional body meetings and Events being highlighted as two alternative methods of CPD these results may highlight a need to develop further events and short courses in these potentially future key areas.

## Q9&Q10. Which skills are important for local government archaeological service delivery and development ? / Please rate your own skills

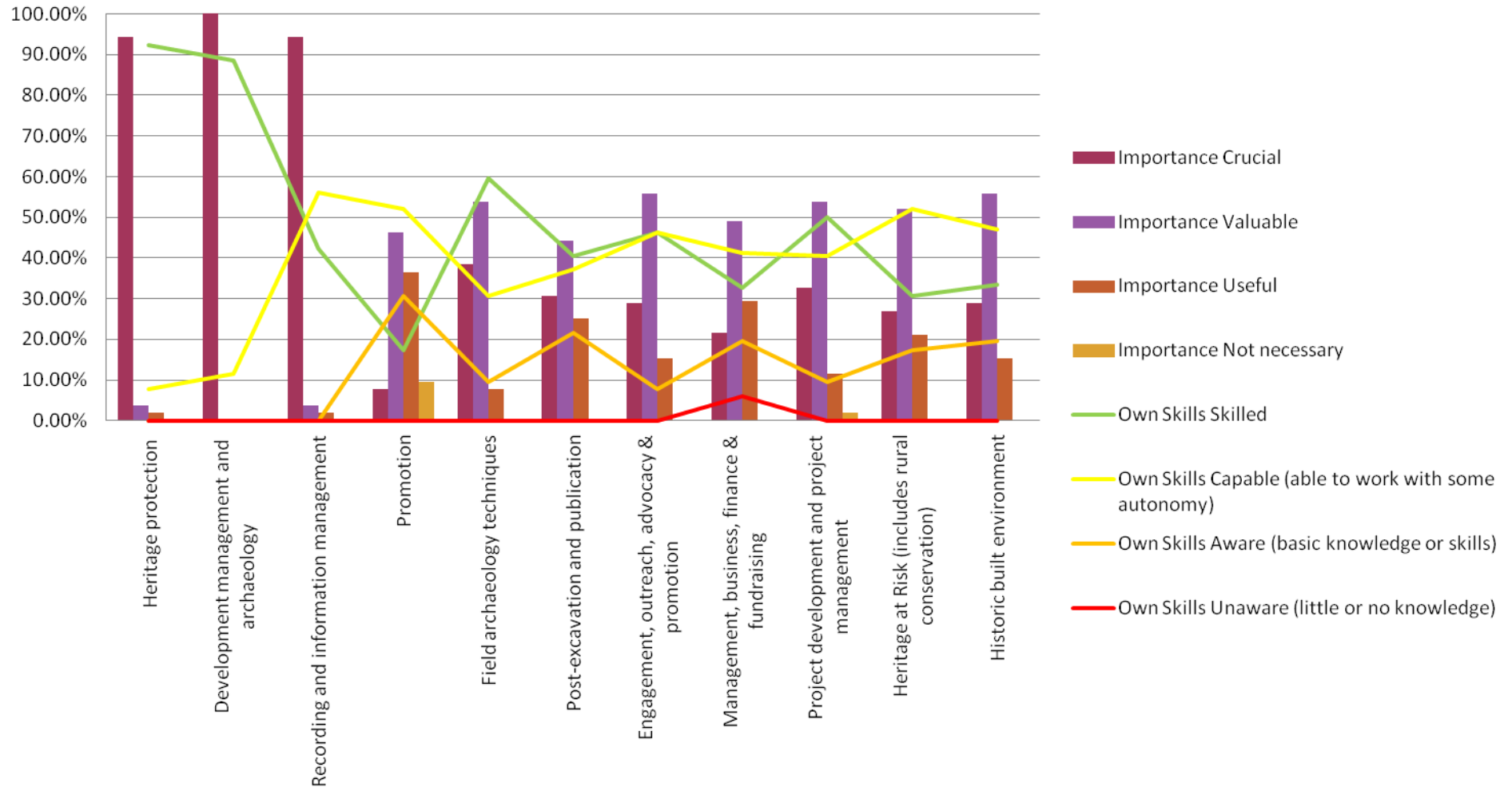
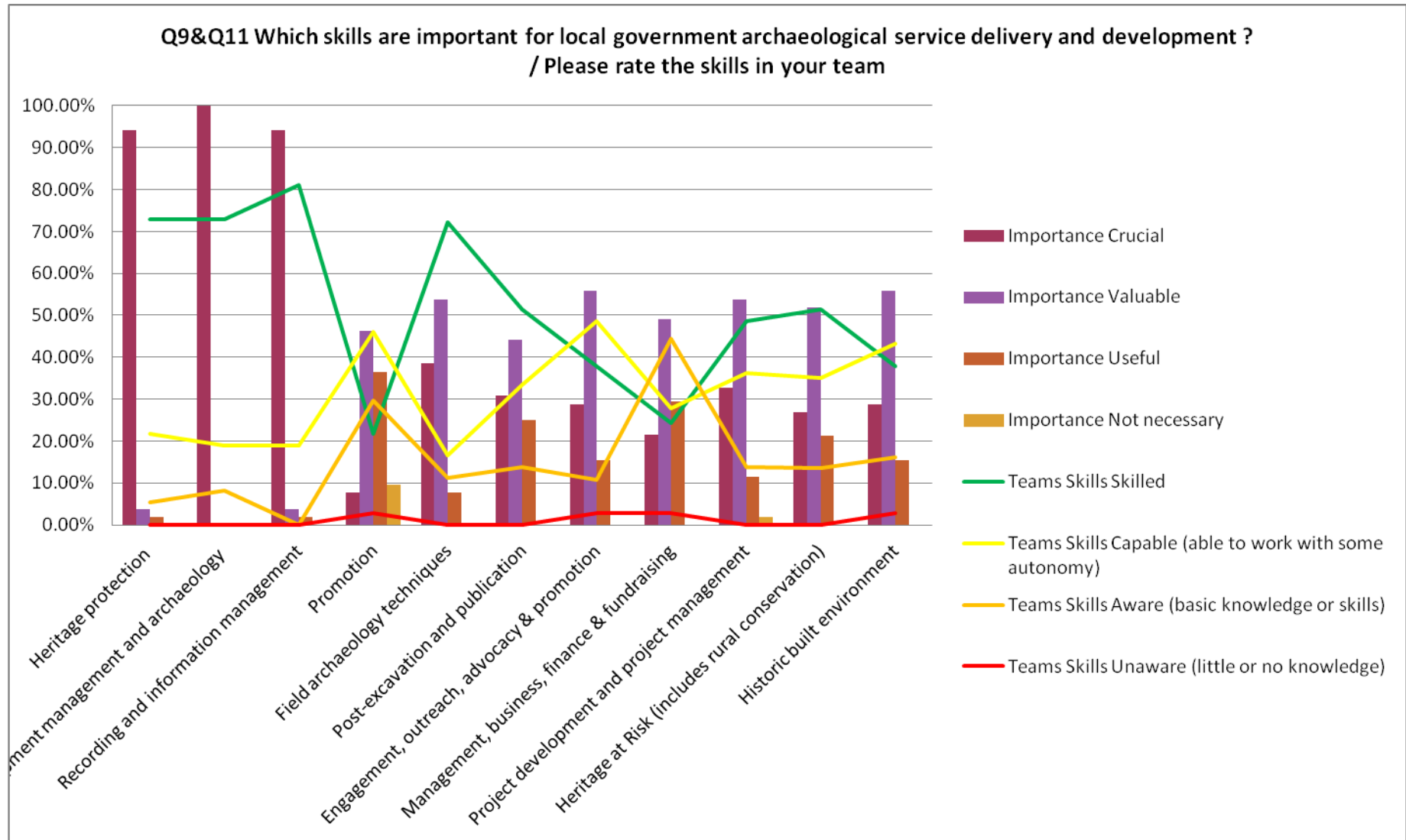


Figure 10 Comparison of respondent's skills and importance of required skills



Fig

Figure 11 Comparison of team skills and importance of required skills

The respondents have rated the team members as more skilled in Field archaeology techniques.



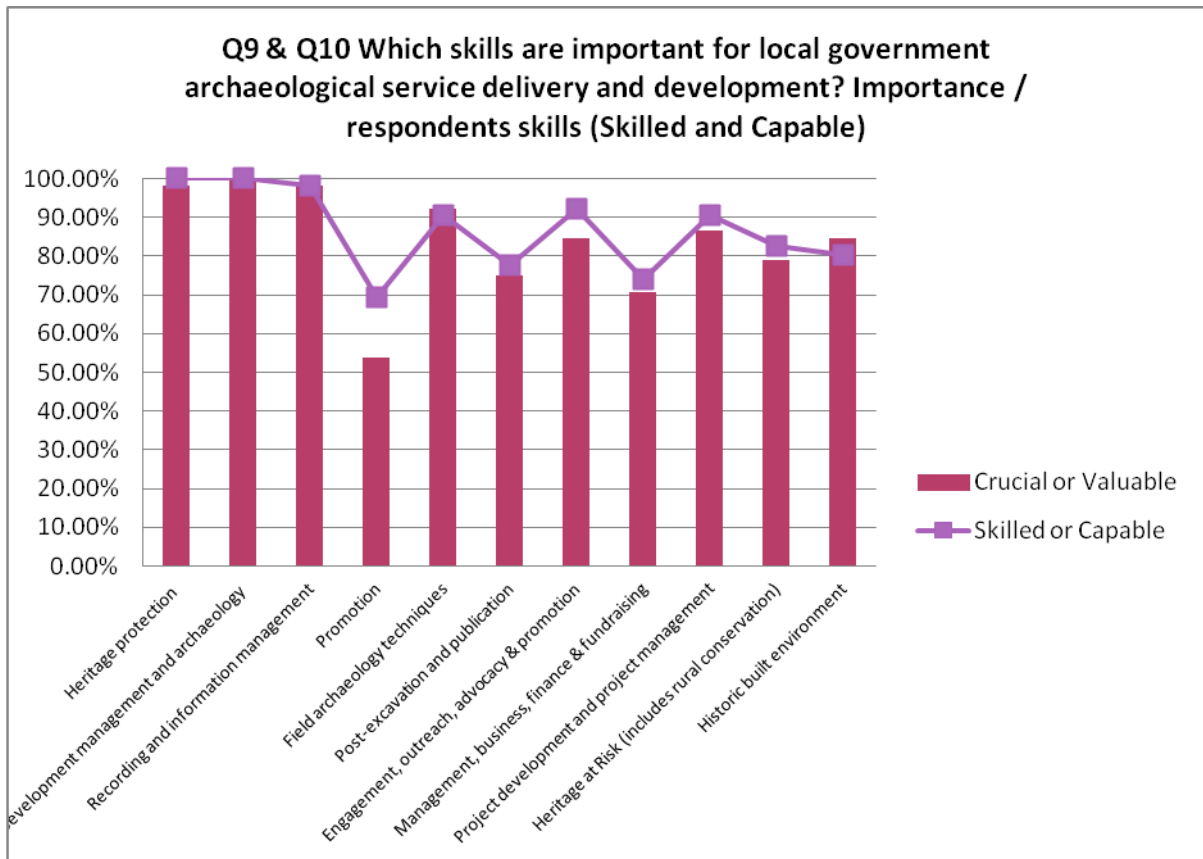


Figure 12 Comparison of importance and respondents skilled and capable

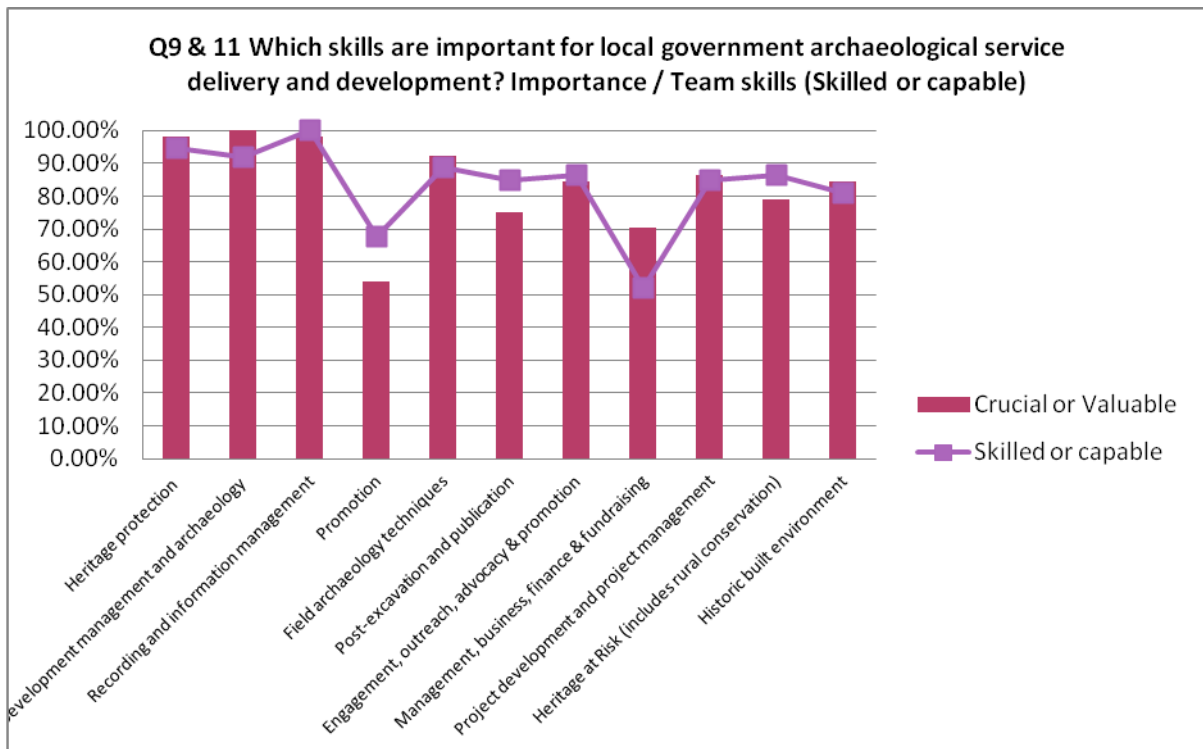


Figure 13 Comparison of importance and team skills (skilled and capable)

CPD

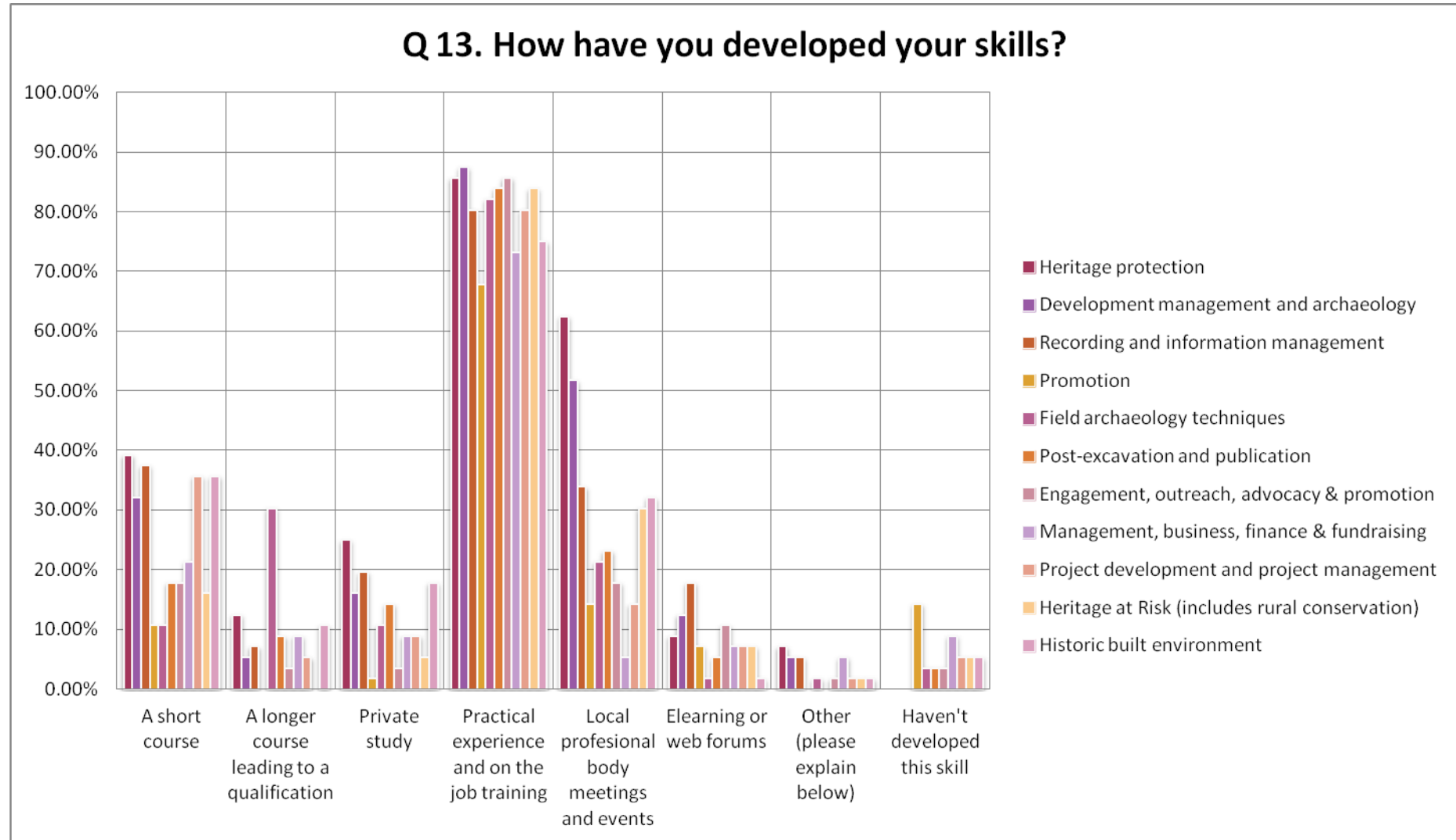


Figure 14 Professional development methods

## Q14 & 13 How have you developed your skills ? / what is your preferred method of developing skills ?

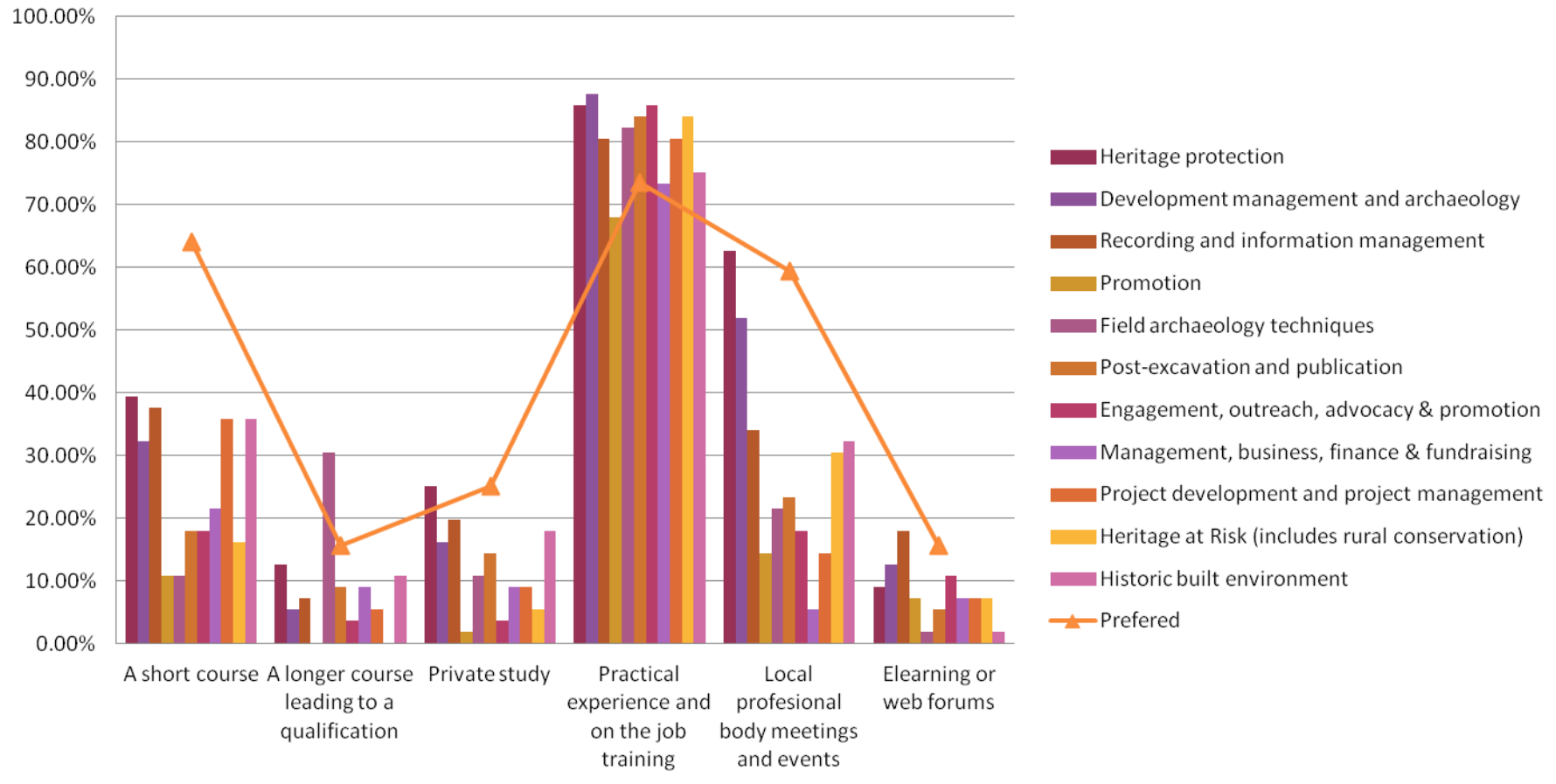


Figure 15 Preferred methods of development compared with actual experience of development

The results in Figure 15 could indicate that there is a requirement for more short courses to be provided and/or that there is not enough opportunity to attend relevant courses due to a lack of budget or suitable support from management.

The online survey results echo the experiences of the telephone discussions with many of the wide range of skills being gained from on the job experience.

One of the fears highlighted during the telephone interviews was the lack of opportunities to break into the sector for newly graduated young people.

It was also highlighted that archaeological degrees are not particularly vocational. An alternative shared view was that more four year degrees should be considered, with a year out at a work placement in the sector. This would provide the required experience to ensure that new graduates are fully aware of what the roles will involve. For example, certain aspects of the Historic Environment Record management are very technical and these roles could be described as data management albeit still requiring specialist archaeological skills.

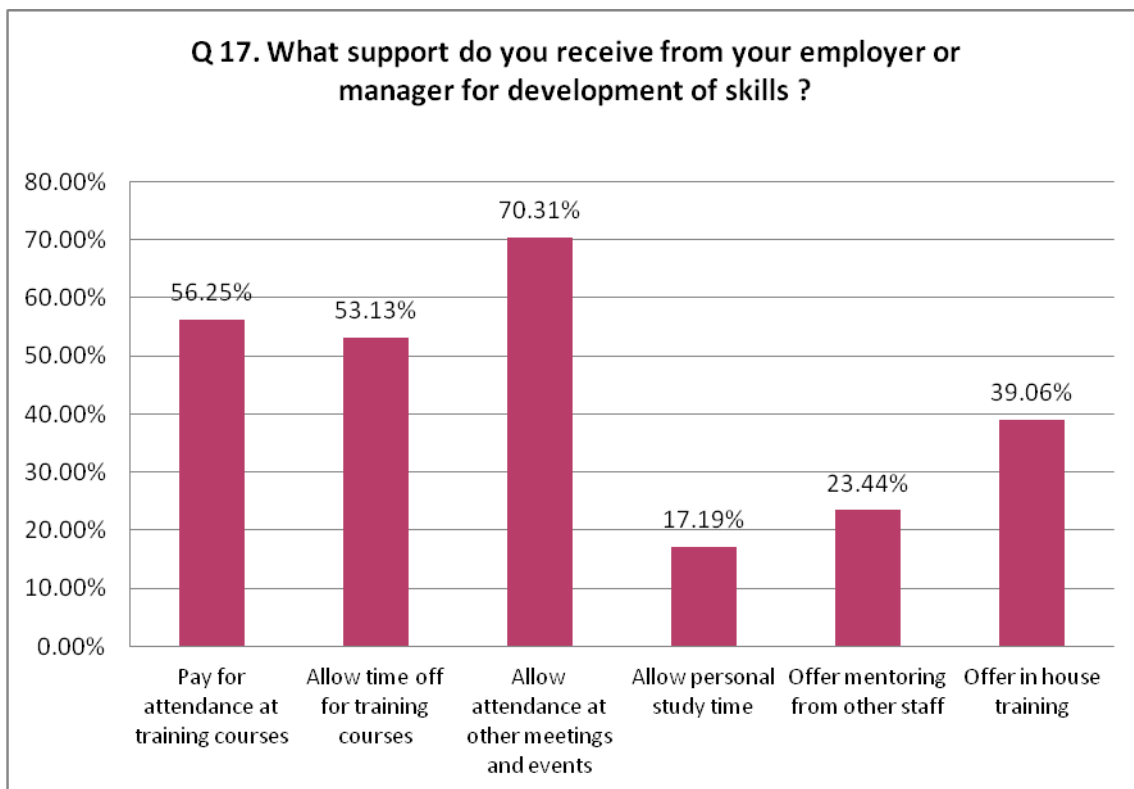
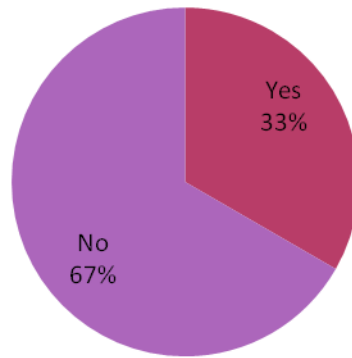


Figure 16 CPD Support from employer

## Q 18. Do you have a designated CPD budget?



Fig

Figure 17 CPD Budget holders

If Yes please estimate its value per person	
Average	£337.5
Maximum	£700
Minimum	£100

Table 2 CPD budget

The respondents that stated they did not have a CPD budget were then asked to explain why. The free text responses include;

### Funding

- We have no budget at all, for anything! We are also being asked to look at where we can take a 10% cut per year for next 3 years.
- Budget has been cut.
- Financial cuts.
- Cuts to core budgets.
- No money in the budget.
- Local Authority budget cuts.
- Lack of money.
- Service budget currently less than existing staff costs.

### Historic environment is a low priority

- Our management consider the only skills required in this division are town planning
- Because my authority does not see it as a priority (and I'm within 2 years of retiring)
- Have no budget for Historic Environment Team. Any funding for the team's needs is met from the Planning Services budget, albeit this is limited and has been reduced recently year on year due to cuts in central government funding.

### Training budget is wider than the service

- Training budget is held centrally.
- There is an overall training budget for the entire Development Management Service, case for all training, whether CPD or not, has to be made and assessed against other demands.

- It's part of a wider training budget for the whole service.
- Training is set by individual team managers and is dependent on finances being available through full cost recovery.
- All bids have to be made on a case by case basis - nothing is 'ring-fenced'.
- Is a departmental wide budget.
- Historically there has never been one, and in times of shrinking budgets it has not been possible to add it in. There is a (limited) corporate training budget but this is not linked to CPD.

### Value of training

- If I need training it has always been provided. However most of the courses are day events, majority are free EH courses. If a course was over £150, it would have to be good value for money.

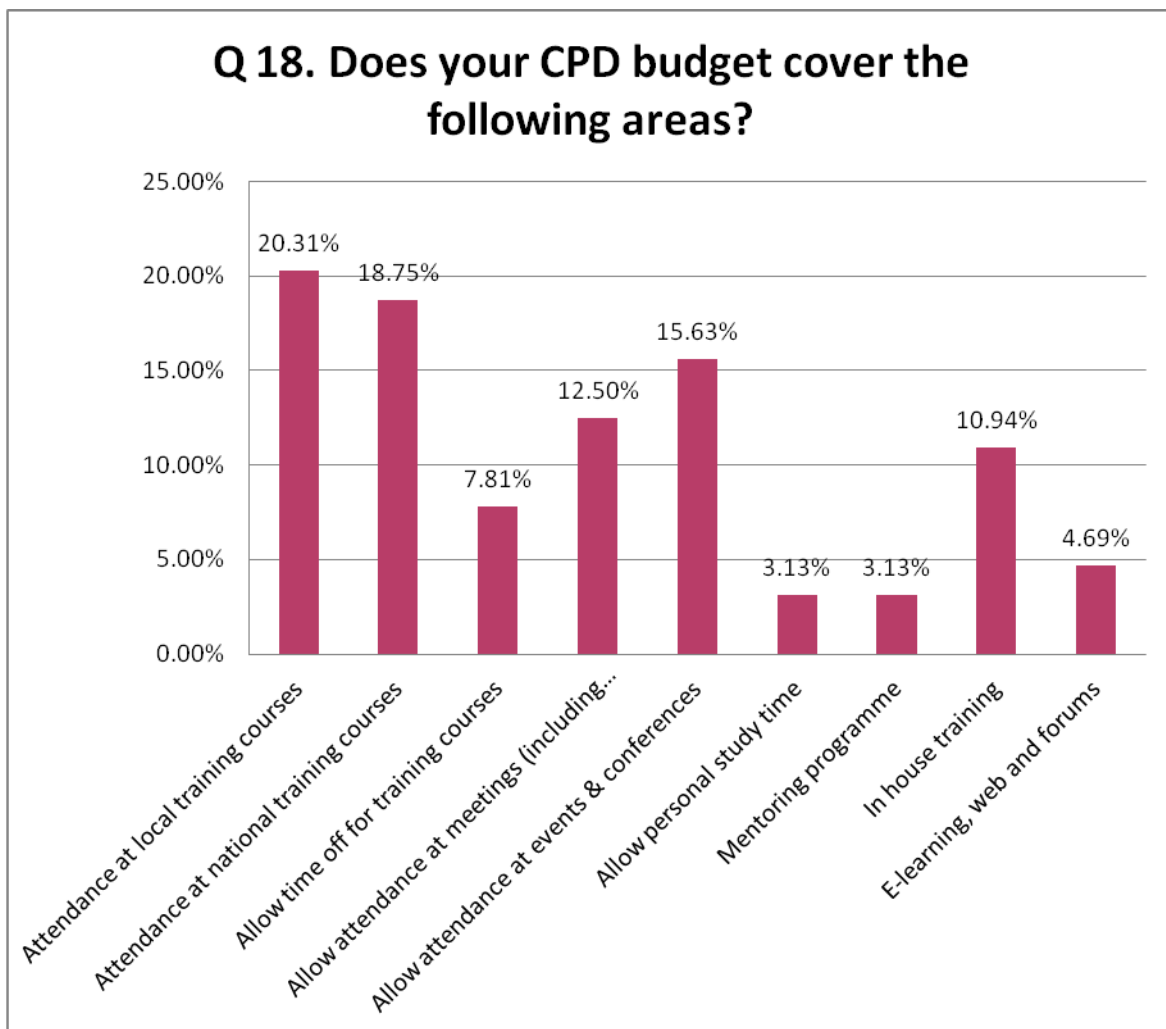


Figure 18 Areas the CPD budget covers

Q18 allowed for more than one answer and Figure 18 highlights the percentage of respondents that selected each answer.

18d asked those that do have a budget “does it have any restrictions?” Free text responses included:

- Travel distance scrutinised carefully.
- Yes it's thinly spread across the planning department.
- No, beyond the obvious "demonstrable value for money" principle.
- Not really apart from top limit and even that is negotiable depending on other calls on total budget. However, if more government cuts are required this budget could well be withdrawn soon.
- Budget covers costs of courses & travel. Attendance at meetings is not classed as training otherwise the budget would be insufficient, so these have to be paid for out of the general staff travel budget.
- It's controlled centrally and was created out of individual team budgets. Requests have to be made 'up the line' and supported by line management through Appraisal.

## Future

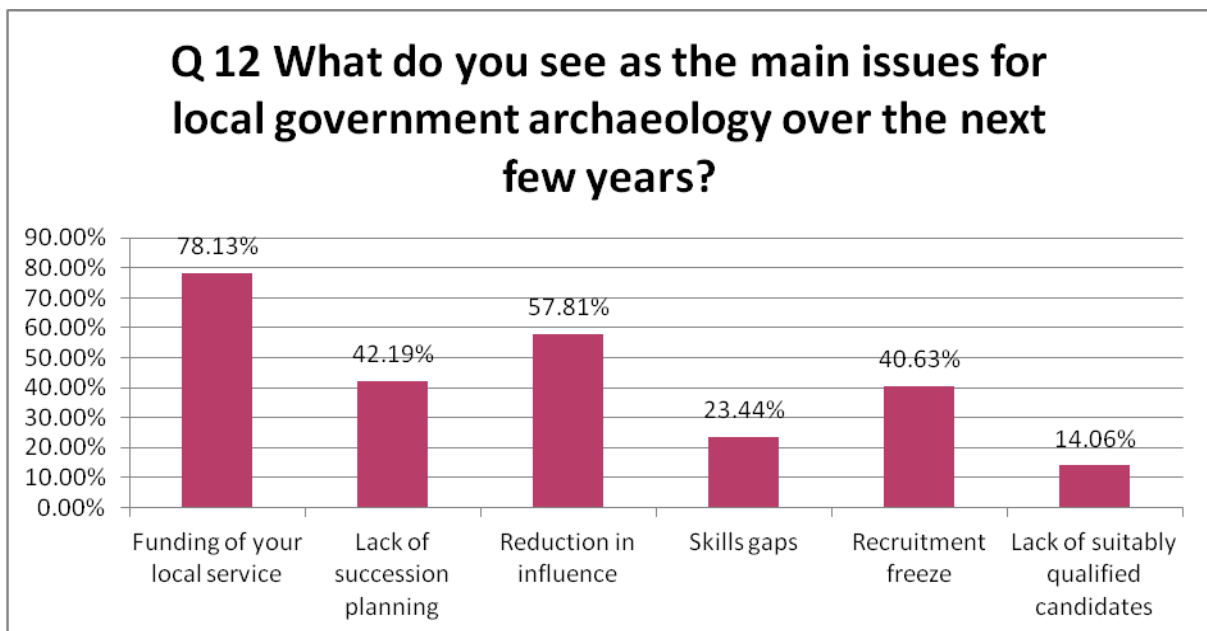


Figure 19 Main issue for LG archaeology in near future

in this question, which allowed for more than one answer, respondents chose the main issues for local government archaeology over the next few years. The results clearly show that Recruitment freeze, Lack of succession planning, Reduction in influence and Funding are the main issues. As a direct reflection of this result many of the telephone interviewees focussed on government cuts and funding issues.

A relevant and direct comment from one of the telephone interviewees with 10-20 Years' experience highlights the issues; *"Cuts cuts and more cuts and even if not direct, it's the cuts that are all around; Cuts to clients' budgets, cuts to finance, cuts to accommodation and cuts to external organisations."*

One respondent from the telephone interviews with 30+ Years' experience explained their view; *"We need to be more efficient we may have to stop doing some things, inventive thinking with regards external funding projects partnerships and more cross body working and also sharing workloads with local communities are required. "*

There are clear signs that the sector must become more business-like, with many services already charging for their work and there is a feeling this could extend to more local authorities.

A result of this change is the need for the departments to have a greater responsibility for cost and budget management along with fundraising.

Again this question highlights that the services are operating in a wider context and central government reducing grants and cutting budgets is directly impacting on the work that can be completed.

The online question 12 “What do you see as the main issue for local government archaeology over the next few years?” offered an ‘Other’ option with a free text response these included:

- Lack of enforcement allowing some local planning authorities to abandon all archaeology and most other heritage concerns, including assessing development proposals and detailing Local Plans.
- Managing constant organisational and policy change.
- Reduced external funding.
- Continuing local government budget and services cuts due to central govt policy and grant cuts, leading to potential outsourcing or cessation of the service, or a more generic role for post, with less and less time spent on present roles.
- Loss of critical mass as LA services cut to bone.
- Lack of central leadership.
- Reorganisation leading to fragmentation of service into unsustainable component parts (i.e. separation of HER, planning advice and policy parts).

The first point highlights a desire to create Statutory HERs and Advisory Services and the impact of government cuts, with many services being cut to the bone and elements being separated from the core service.





The word cloud highlights the most used words in the free text responses to Question 15 “What do you see as the priority with regards to maintaining skills in the sector / your team?” responses included:

### **Economic Climate**

- All funding has been cut for training, so commercial courses now very difficult. Low staffing levels mean courses of more than a day or two are difficult to support. EH/IFA/ALGAO/IHBC etc. sponsored single day CPD events favoured.
- Ensuring that resources are available to allow staff to maintain and develop their skills set.
- Already very under-resourced. Priority is maintaining even this level of Archaeology Service over the next few years.
- Funding for services so that the professionals in Local Government still exist, rather than posts being lost due to crippling cuts to Local Government budgets.
- Fundraising and promotion.
- Being able to access funding for training as training budgets are progressively cut.
- Local Government financial pressures leading to reduction in staffing.
- Finding the time and resources to enable my team to develop their skills at a time when we are trying to maintain a wide range of services with diminishing resources.
- Continued funding & support so as to be able to provide a meaningful service.
- Maintaining training budgets
- Releasing staff from the day job so that they can develop their skills.
- Retaining a broad base of planning, countryside advice, HER and built heritage skills within a single team.
- Local authority restructuring pressures are driving separation of 'delivery' 'policy' and 'information management' roles into separate cross service units which threaten to reduce critical mass.

### **Partnerships across the sector**

- Enabling those in early stages of career to gain experience in as many sectors of archaeology as possible including of course local authority archaeological management.
- Time away from day to day pressures.
- Short course provision at no/low cost.
- Accessible, economical professional updates (e.g. Regional seminars arranged by EH Scientific Officers or ALGAO or IFA).

### **CPD and Skills**

- Continuous reading of selected academic archaeological publications and heritage literature, attend regular continuing education courses and undertake regular public talks (requiring background reading).
- Maintaining expertise in specialism's (e.g. period specialists), as well as generic HE sector skills.
- Staffing capacity for learning on the job - mentoring and sharing/discussing issues. Funding and time for training.
- Retaining in house expertise to provide in house and on the job training.

- Keep on top of current developments; develop HER data management skills.
- Availability of funding and appropriate training opportunities.
- Having a training budget to go on training courses. Managers are reluctant to send on heritage training courses. Courses should be tailored for heritage professionals.
- Perhaps more shadowing of more experienced members might be helpful for on the job training.
- Keeping up to date with the principles and practicalities of changing legislation and good practice guidance; making sure that as roles broaden and posts are cut we have the technical skills to get the work done.
- For DC officers - understanding/ interpreting NPPF; keeping abreast fieldwork & scientific & reporting issues. For HER officers - IT skills; web & social media outreach, working with volunteers & local community groups as well as more traditional outreach activities - displays, talks, guided walks.
- Built Environment esp. London related 2. Improve understanding of my team of Planning Policy and Development Management as relates to Heritage 3. Improve IT skills - GIS & new media.
- Sufficient resources (time off in lieu for CPD etc as well as funding).
- E skills, GIS skills.
- Better formal training in planning and continuing development of information management skills. Also continued development of knowledge of the subject i.e. archaeology.
- Good vocational within the sector.
- To develop a suite of training for the special skill sets required for local government archaeologists, led and given by peers to pass on their knowledge.
- Older professionals being able to pass on skills to upcoming members who may only have academic knowledge of archaeology. Courses are useful but need working experience to keep up the skills.
- Sufficient staffing/ resources to allow time for CPD.
- Need more investment in training courses relevant to the job. This should come both from the employer and from external providers –e.g. English Heritage.
- All team members are encouraged to pursue their own personal skills and CPD development.
- Short Courses on new developments/techniques.
- Development management; knowledge of local archaeology and historic buildings.
- Ensuring that there are on-going opportunities for staff members to maintain and develop their skills whilst dealing with a large quantity of day to day work.

## Strategic

- Creation of Statutory HERs and Advisory Services.
- Maintenance of local knowledge. Reduction of bureaucracy/'meeting culture'. Removing interference from ignorant ICT staff.
- Keeping experienced staff in post.
- Retention of suitably qualified practitioners.

- Conceptual shift - Get people to think of and advocate new business solutions not just 'same old' if the sector is to survive.
- Ensuring that service managers understand the breadth (and depth) of knowledge and understanding needed to carry out the range of functions and tasks.
- Maintaining an equal balance of skills across the team is important. Recent job losses and lack of entry level roles for new graduates are also destabilising, as there is more experienced staff leaving and no one coming through the ranks to replace them.

These free text comments highlight the key findings of the research with government cuts impacting on all areas of the service including CPD and Training, the need to work in partnership across the sector and some clear warnings about the long term viability of services in the future with a desire to create Statutory HERs and Advisory Services.

## Influence

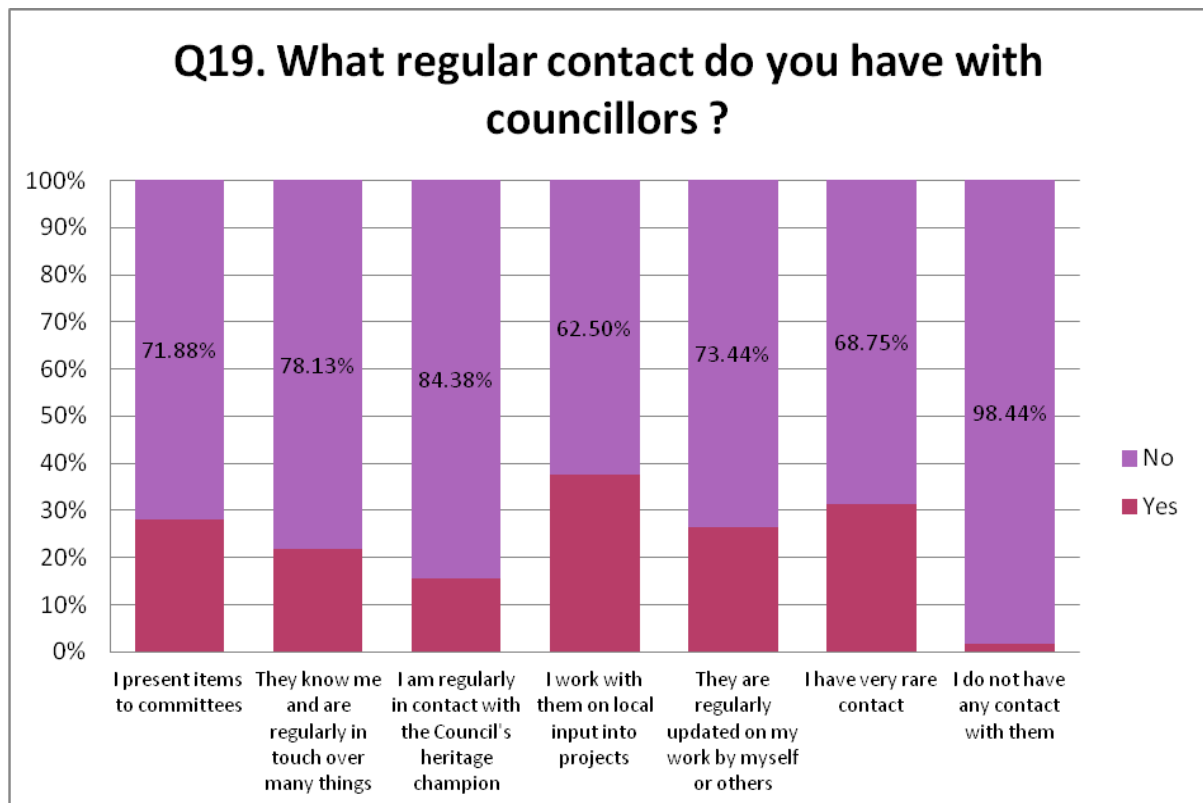


Figure 21 Contact with councillors

### Q 20. How has your contact with councillors changed in the last 3 yrs?

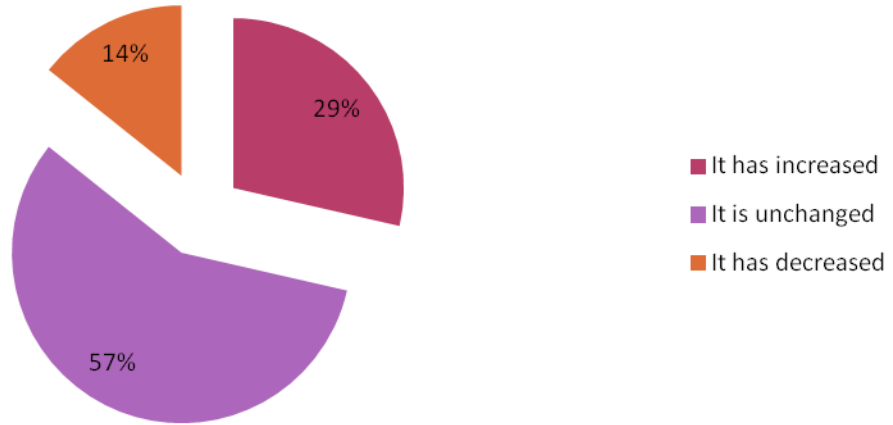


Figure 22 Changes to contact with councillors

For 57% of the respondents contact with councillors has not changed and for 14% it had decreased. Q20 was designed (by IHBC) to understand if the service managers felt their influence had reduced or increased within the local authority. The results do not match the results in Figure 19 which highlighted a Reduction in influence as a key issue with regards the future of Local Government Archaeological services. This could indicate that the respondents contact with councillors is not seen as a clear measure of influence for the services.

### Q1. What is the level of the most senior archaeologist within your service?

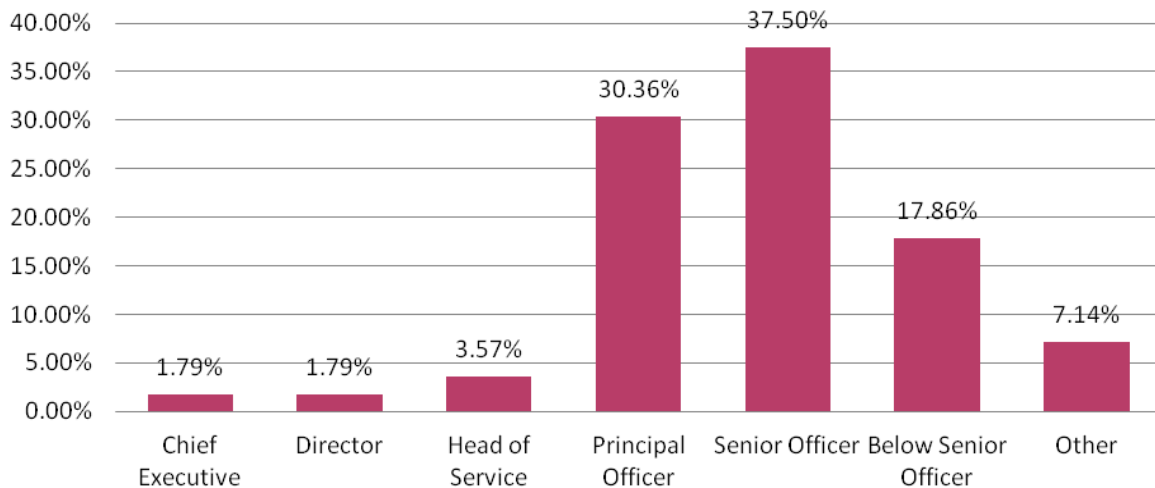
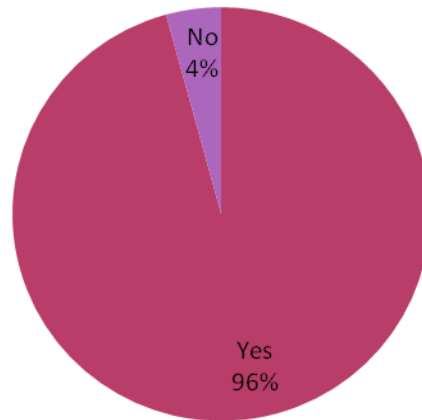


Figure 23 Level of archaeology influence

**Q 16. Do you see a role for ALGAO in developing training plans for the sector?**



**Figure 24 ALGAO**

ALGAO is seen as key in providing the support required to ensure skills are not lost and the sector is supported at a government level. Suggestions of how they could support included:

- Sharing and passing on of skills through workshops and seminars
- Succession planning for local authorities
- Persuade universities to include a module in their archaeology courses to explain the role of local authority archaeologists
- Continue to support bursary schemes in whatever form
- The members are highly active and do provide support at a national level in terms of lobbying but as it's such a small organisation does not have the clout at a local level
- The advice provided is invaluable and there is a definite need for their work to continue with regards training when changes occur to policies and areas around the sector
- It would be nice if they provided more training as they currently only do a few training events. With more co-operation with organisations such as IFA and CBA more courses could be provided.

## Appendix A

### ALGAO - Heritage Counts 2013



This survey is for all ALGAO England members, conducted to provide data for 2013 Heritage Counts. This is an opportunity for ALGAO member's views to be featured in the annual report produced by English Heritage. This year's Heritage Counts theme is based around skills and this survey aims to:

- understand where possible gaps in skills exist
- understand preferred methods of developing skills so as how best to fill the gaps
- To potentially provide baseline data to allow us, in future years, to identify emerging trends and threats.

The ALGAO 2011 Skills / Training survey offered us opportunities and insight of areas in need of development and this survey is as an opportunity to develop our

understanding of future and current needs in our sector.

#### PRIVACY

As with all ALGAO surveys the results will be analysed and presented anonymously. Where the survey asks for identifying or personal information these will not be linked to any other responses and will only be used to display overall sample data.

There are 32 questions in this survey

#### Profile

##### 1 [p1]1. What is the level of the most senior archaeologist within your service?

Please choose **only one** of the following:

- Chief Executive
- Director
- Head of Service
- Principal Officer
- Senior Officer
- Below Senior Officer
- Other

##### 2 [p1]2. What is your job title?

Please write your answer here:

##### 3 [p2]3. What is your age group?

Please choose **only one** of the following:

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

##### 4 [p3]4. Please give the name of your service / Authority?

Please write your answer here:

##### 5 [p5]5. What qualifications do you hold?

Please choose **all** that apply:

- BA/BSc Archaeological or related discipline
- BA/BSc Other subject
- MA/MSc Archaeological or related discipline
- MA/MSc Other subject
- MPhil Archaeological or related discipline
- MPhil Other subject
- PhD/DPhil Archaeological or related discipline
- PhD/DPhil Other subject

- Other:

**6 [p6]6. How long have you worked in the archaeological sector?**

Please choose **only one** of the following:

- Less than one year
- 1 to 5 years
- 5 to 10 years
- 10 to 20 years
- 20 to 30 years
- More than 30 years

**7 [q5b]7. Are you a member of any of the following?**

Please choose **all** that apply:

- Institute for Archaeologists
- IHBC
- RTPI
- Society of Antiquaries
- Other:

**8 [p7] 8. How many people are there in your archaeological team? (Permanent posts)**

Please write your answer here:



**Skills**

**9 [s1]9. Which skills are important for local government archaeological service delivery and development?**

Please choose the appropriate response for each item:

	<b>Crucial</b>	<b>Valuable</b>	<b>Useful</b>	<b>Not necessary</b>
Heritage protection (e.g planning, policy/legislation, designation) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development management and archaeology (e.g. planning consultation responses, major infrastructure, urban development, appeals / public inquiry) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recording and information management (e.g HER development, GIS, web accessibility, characterisation ) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion (tourism, lobbying, media) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field archaeology techniques <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-excavation and publication <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement, outreach, advocacy & promotion <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management, business, finance & fundraising <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project development and project management <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heritage at Risk (includes rural conservation) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historic built environment <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10 [s2] any comments:**

Please write your answer here:

**11 [s4]**

**10. Please rate your own skills:**

Please choose the appropriate response for each item:

	<b>Unaware (little or no knowledge)</b>	<b>Aware (basic knowledge or skills)</b>	<b>Capable (able to work with some autonomy)</b>	<b>Skilled</b>	<b>Not needed</b>
<b>Heritage protection (e.g. planning, policy/legislation, designation)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Development management and archaeology (e.g. planning consultation responses, major infrastructure, urban development, appeals / public inquiry)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Recording and information management (e.g. HER development, GIS, web accessibility, characterisation )</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Promotion (tourism, lobbying, media)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Field archaeology techniques</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Post-excavation and publication</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Unaware (little or no knowledge)	Aware (basic knowledge or skills)	Capable (able to work with some autonomy)	Skilled	Not needed
Engagement, outreach, advocacy & promotion	?	?	?	?	?
Management, business, finance & fundraising	?	?	?	?	?
Project development and project management	?	?	?	?	?
Heritage at Risk (includes rural conservation)	?	?	?	?	?
Historic built environment	?	?	?	?	?

12 [s3]

11. Please rate the skills within your team - i.e. colleagues in the archaeology service (permanent posts)

Please choose the appropriate response for each item:

	Unaware (little or no knowledge)	Aware (basic knowledge or skills)	Capable (able to work with some autonomy)	Skilled	Not needed
Heritage protection (e.g. planning, policy/legislation, designation)	?	?	?	?	?
Development management and archaeology (e.g. planning consultation responses, major infrastructure, urban development, appeals / public inquiry)	?	?	?	?	?
Recording and information management (e.g. HER)	?	?	?	?	?

	Unaware (little or no knowledge)	Aware (basic knowledge or skills)	Capable (able to work with some autonomy)	Skilled	Not needed
development, GIS, web accessibility, characterisation )					
Promotion (tourism, lobbying, media)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field archaeology techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post-excavation and publication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement, outreach, advocacy & promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management, business, finance & fundraising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project development and project management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heritage at Risk (includes rural conservation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Historic built environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13 [s5]12. What do you see as the main issues for local government archaeology over the next few years?**

Please choose **all** that apply:

- Funding of your local service
- Lack of succession planning
- Reduction in influence
- Skills gaps
- Recruitment freeze
- Lack of suitably qualified candidates
- Other:

**CPD**

**14 [c4]13. How have you developed your skills?**

Check any that apply:

	A short course	A longer course leading to a qualification	Private study	Practical experience and on the job training	Local professional body meetings and events	Elearning or web forums	Other (please explain below)	Haven't developed this skill
<b>Heritage protection (e.g. planning, policy/legislation, designation)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Development management and archaeology (e.g. planning consultation responses, major infrastructure, urban Development, appeals / public inquiry)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Recording and information management (e.g. HER development, GIS, web accessibility, characterisation )</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Promotion (tourism, lobbying, media)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Field archaeology techniques</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15 [c4a](13 continued) How have you developed your skills?**

Check any that apply:

	A short course	A longer course leading to a qualification	Private study	Practical experience and on the job training	Local professional body meetings and events	Elearning or web forums	Other (please explain below)	Haven't developed this skill
<b>Post-excavation and publication</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Engagement, outreach, advocacy &amp; promotion</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A short course	A longer course leading to a qualification	Private study	Practical experience and on the job training	Local professional body meetings and events	Elearning or web forums	Other (please explain below)	Haven't developed this skill
<b>Management, business, finance &amp; fundraising</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Project development and project management</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Heritage at Risk (includes rural conservation)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Historic built environment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 [c4b] If you selected other for any of the above please provide details:

Please write your answer here:

**17 [c5]14. What are your preferred methods of developing skills?**

Please choose **all** that apply:

- A short course
- A longer course leading to a qualification
- Private study
- Practical experience and on the job training
- Local professional body meetings and events
- E-learning or web forums

**18 [c5a]15. What do you see as the priority with regards to maintaining skills in the sector / your team?**

Please write your answer here:

**19 [5b]16. Do you see a role for ALGAO in developing training plans for the sector?**

Please choose **only one** of the following:

- Yes
- No

**20 [c6]17. What support do you receive from your employer or manager for development of skills?**

Please choose **all** that apply:

- Pay for attendance at training courses
- Allow time off for training courses
- Allow attendance at other meetings and events
- Allow personal study time
- Offer mentoring from other staff
- Offer in house training
- Other:

**21 [c1]18. Do you have a designated continued professional development (CPD) budget?**

Please choose **only one** of the following:

- Yes
- No

**22 [c1b]18a. (If no) Why is this?**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '21 [c1]' (18. Do you have a designated continued professional development (CPD) budget?)

Please write your answer here:

**23 [c1a] 18b. (if yes) Please estimate the value of this per person per year:**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '21 [c1]' (18. Do you have a designated continued professional development (CPD) budget?)

Please write your answer here:

**24 [c2] 18c. Does your budget cover the following areas?**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '21 [c1]' (18. Do you have a designated continued professional development (CPD) budget?)

Please choose **all** that apply:

- Attendance at local training courses
- Attendance at national training courses
- Allow time off for training courses
- Allow attendance at meetings (including networking)
- Allow attendance at events & conferences
- Allow personal study time
- Mentoring programme
- In house training
- E-learning, web and forums
- Other:

**25 [c3]18d. Does your budget have any restrictions?**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '21 [c1]' (18. Do you have a designated continued professional development (CPD) budget?)

Please write your answer here:

**26 [c3b] Please feel free to provide any further information:**

Please write your answer here:

**Influence**



**27 [i1]19. What regular contact do you have with councillors in your authority?**

Please choose **all** that apply:

- I present items to committees
- They know me and are regularly in touch over many things
- I am regularly in contact with the Council's heritage champion
- I work with them on local input into projects
- They are regularly updated on my work by myself or others
- I have very rare contact
- I do not have any contact with them

**28 [i1b]20. How has your contact with councillors changed in the past three years?**

Please choose **only one** of the following:

- It has increased
- It is unchanged
- It has decreased

**29 [i2] Please feel free to comment:**

Please write your answer here:

**Future Questions**

**30 [f1]21. Would you be happy to take part in a short telephone survey to support the report findings? \***

Please choose **only one** of the following:

- Yes
- No

**31 [f1a]21a. (if yes) Please provide your telephone number and name (or email address so we can arrange the best time to call):**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '30 [f1]' (21. Would you be happy to take part in a short telephone survey to support the report findings?)

Please write your answer here:

**32 [f2] Please feel free to provide any comments about this survey or skills and CPD in archaeology:**

Please write your answer here:

Thank you for taking time to complete this survey.



## Appendix B

### Telephone Interview Discussion Guide

#### Background

My name is Rob Dunphy and I am from Research Team and have been asked to explore some of the key findings from the recent ALGAO online survey that is going to feed into the Heritage Counts Report. Do you have a few moments to answer a few questions?

- understand where possible gaps in skills exist
- understand preferred methods of developing skills so as how best to fill the gaps
- Potentially provide baseline data to allow us, in future years, to identify emerging trends and threats.

#### Housekeeping checklist

- All of your answers will be kept anonymous

#### The Discussion

Contact: \_\_\_\_\_

Authority: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Age Range: \_\_\_\_\_

1. Do you see any skill gaps in the sector at the moment or that may appear in the future?
  
  
  
  
  
  
  
  
  
  
2. How do you think these gaps could be filled? (or should be filled?)  
(What method of training or overall strategy is required)

3. How do you think we could maintain skills in the sector?
  
  
  
  
  
  
  
  
  
  
4. How do you see ALGAO supporting these issues?
  
  
  
  
  
  
  
  
  
  
5. What are the main issues with regards local government archaeology over the next few years?
  
  
  
  
  
  
  
  
  
  
6. (If funding what changes need to be made?)

#### Rounding up

*Is there anything further you would like to add about any of the issues we've already discussed, that you feel you've not had a chance to say?*

#### End of Discussion

- Thank you
- Reminder of privacy and confidentiality.
- Give contact details so they can feedback anything else they would like to add. Give timescale for this feedback.



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