

ARCHAEOLOGY

Live!

SKILLS CHECKLIST

Archaeology Live! has been at the forefront of delivering excellent and high quality training opportunities to a wide audience of people for 15 years. There is a continuing commitment to high standards of recording with efforts to drive, innovate, develop and maintain best practise at all times. This has meant that the training received on Archaeology Live! is of a very high standard; something that is being increasingly recognised by many academic, commercial and other archaeological institutions. The professional and personal development offered by Archaeology Live! is hugely beneficial, not just to trainees and placements, but also to the staff employed to deliver the training.

This Archaeology Live! Skills checklist has been developed (predominantly for those trainees who are looking to start or develop a career in Archaeology) with references to the National Occupational Standards (currently under revision) set out by the ClfA (Chartered Institute for Archaeology).

<http://www.archaeologists.net/development/nos/updating>

NOS are agreed statements of competence which describe the work outcomes required for an individual to achieve the standard expected of them in work. They are the building blocks of S/NVQs but can be used in a number of other ways. They describe good practice in particular areas of work, provide managers with a tool for workforce management and quality control and can be used to write job descriptions or to identify skills gaps and plan training.

CLEANING AND IDENTIFYING ARCHAEOLOGICAL CONTEXTS

This is the first task that you will undertake as a trainee on Archaeology Live! Cleaning an area in order to be able to identify archaeological contexts is the first stage of any archaeological investigation. You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Use a trowel to clean an area of the trench.		CCSAPAC5 - 5 (Performance criteria). CCSAPAC5 - 11 (Performance criteria).	
Keep your working area tidy.		CCSAPAC5 - 10 (Performance criteria).	
Notice variations in colour or consistency.		CCSAPAC5 - 5 (Performance criteria).	
Identify an archaeological feature.		CCSAPAC5 - 5 (Performance criteria).	
Assign a context number.		CCSAPAC5 - 5 (Performance criteria).	

As part of this process you will also be taught to;

Task	Completed	National Occupational Standards	Supervisor Approved
Understand the definition of a context.		CCSAPAC5 - 3 (Know and Understand).	
Understand the difference between deposits and cuts.		CCSAPAC5 - 17 (Know and Understand).	
Understand the stages of single context recording and how it differs from other recording systems.		CCSAPAC5 - 17 (Know and Understand). CCSAPAC5 - 18 (Know and Understand).	

PHOTOGRAPHING A CONTEXT

This is a task that you may repeat numerous times as a trainee on Archaeology Live! Photographing an archaeological feature is usually the first stage of any archaeological recording. You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Clean the feature and surrounding area with a trowel.		CCSAPAC5 - 5 (Performance criteria). CCSAPAC5 - 11 (Performance criteria).	
Fill out the photo board clearly and correctly.		CCSAPAC5 - 6 (Performance criteria).	
Choose a scale of appropriate size to the feature.		CCSAPAC5 - 6 (Performance criteria).	
Place the photo board and scale appropriately		CCSAPAC5 - 6 (Performance criteria).	
Take two, adequate, digital photographs of the context		CCSAPAC5 - 7 (Performance criteria).	

As part of this process you will also be taught about the;

Task	Completed	National Occupational Standards	Supervisor Approved
Importance of clear context photographs		CCSAPAC5 - 17 (Know and Understand).	
Varying requirements of photography in archaeology.		CCSAPAC5 - 18 (Know and Understand).	

PLANNING AN ARCHAEOLOGICAL CONTEXT

This is a task that you may repeat numerous times as a trainee on Archaeology Live! It is the process by which we produce a geo-referenced, scale drawing of an archaeological feature. Planning an archaeological context is a process which can be undertaken prior, during or after the excavation of the context. You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Understand the site grid and its relationship to Ordnance Survey coordinates.		CCSAPAC5 - 3 (Know and Understand). CCSAPAC5 - 9 (Know and Understand).	
Identify which grid square/s the context is located within.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria).	
Correctly lay out the basic information on the planning sheet/s.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Correctly lay out a base line and planning frames.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria).	
Draw the extent of the context at 1:20 scale on the planning sheet/s.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Use the correct drawing and labelling conventions.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Identify where levels will be taken on this context and mark up the planning sheet/s appropriately.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	

DRAWING AN ARCHAEOLOGICAL SECTION

This is a task that you may undertake as a trainee on Archaeology Live! It is the process by which we produce a scale drawing of an archaeological features profile. When applied to structural elements this is called an elevation drawing. You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Understand the difference between a plan and section drawing.		CCSAPAC5 - 3 (Know and Understand). CCSAPAC5 - 9 (Know and Understand).	
Correctly lay out the basic information on the section sheet/s.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Correctly set up a level baseline for a section/ elevation drawing.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria).	
Draw the extent of the context at 1:10 scale on the section sheet/s.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Use the correct drawing and labelling conventions.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Identify and mark up the level of the baseline used in the drawing.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	

OPERATING A DUMPY LEVEL

This is a task that you may repeat numerous times as a trainee on Archaeology Live! It is the process by which we produce a height above sea level figure (in metres) to be added to our plan/section drawings of our contexts. You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Understand what an AOD height is and how a dumpy level can be used to measure levels on our contexts.		CCSAPAC5 - 4 (Know and Understand). CCSAPAC5 - 9 (Know and Understand).	
Correctly set up a dumpy level.		CCSAPAC5 - 12 (Know and Understand). CCSAPAC5 - 11 (Performance criteria).	
Use a dumpy level to record a back sight reading.		CCSAPAC5 - 12 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Establish the instrument height.		CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Use the dumpy level to record fore sight readings.		CCSAPAC5 - 12 (Know and Understand). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Correctly calculate reduced levels.		CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Add the level figures to context drawing/s.		CCSAPAC5 - 7 (Performance criteria).	

You will also be taught about;

Task	Completed	National Occupational Standards	Supervisor Approved
Other means of generating reduced levels.		CCSAPAC5 - 4 (Know and Understand). CCSAPAC5 - 14 (Know and Understand).	

EXCAVATING AN ARCHAEOLOGICAL CONTEXT

This is a task that you may repeat numerous times as a trainee on Archaeology Live! It is the process of excavation which leads to finds recovery, environmental sampling and completion of the single context record. You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Choose appropriate tools for the job.		CCSAPAC5 - 1 (Know and Understand). CCSAPAC5 - 2 (Know and Understand).	
Correctly and safely use the tools selected to excavate the context.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 10 (Performance criteria). CCSAPAC5 - 11 (Performance criteria).	
Excavate until the extent of the context has been removed in all 3 dimensions.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 10 (Performance criteria). CCSAPAC5 - 11 (Performance criteria).	
Keep your working area tidy!		CCSAPAC5 - 10 (Performance criteria).	
Recover and store finds appropriately.		CCSAPAC5 - 11 (Know and Understand). CCSAPAC5 - 7 (Performance criteria).	
Take an environmental/ industrial sample if appropriate.		CCSAPAC5 - 3 (Know and Understand). CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Complete the context card during excavation of the context.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Clean the context/ area once finished to be ready for the next photograph.		CCSAPAC5 - 5 (Performance criteria). CCSAPAC5 - 11 (Performance criteria).	

WRITING A CONTEXT CARD

This is a task that you may repeat numerous times as a trainee on Archaeology Live! It is the process by which the written record element of single context recording is produced. You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Understand the need for clear and informative context cards.		CCSAPAC5 - 9 (Know and Understand). CCSAPAC5 - 11 (Know and Understand).	
Fill out the basic information at the top of the context card.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Fill out a clear description of a deposit context.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Fill out a clear description of a cut context.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Fill out a clear description of a structural deposit context.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Draw sketches with adequate annotation and labelling.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 6 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Fill out the interpretation box with appropriate information.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Fill out the bottom part of the card appropriately (excavated using/ samples etc.).		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Write legibly		CCSAPAC5 - 4 (Performance criteria).	

SAMPLING AN ARCHAEOLOGICAL CONTEXT

This is a task that you may undertake as a trainee on Archaeology Live! It is the process by which the samples are recovered from archaeological contexts to enable further environmental or industrial information to be discovered. You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Understand the need for environmental/ industrial samples.		CCSAPAC5 - 3 (Know and Understand). CCSAPAC5 - 4 (Performance criteria).	
Know the different types of sample that could be collected.		CCSAPAC5 - 14 (Know and Understand).	
Understand when samples should/ should not be recovered.		CCSAPAC5 - 14 (Know and Understand).	
Take a sample of an archaeological context.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Fill out the sample register.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Fill out sample stickers and tyvek labels correctly.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Fill out a sample record sheet correctly.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	

UNDERSTANDING STRATIGRAPHY

This is the means by which we record the sequence of events on an archaeological site. You may be exposed to this concept numerous times as a trainee on Archaeology Live! You will be taught how to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Understand the principles of stratigraphy and the Harris matrix		CCSAPAC5 - 14 (Know and Understand). CCSAPAC5 - 18 (Know and Understand).	
Correctly fill out the stratigraphy boxes on your context cards and plan sheets.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	
Correctly add your own context numbers to the running matrix of the relevant area of the trench.		CCSAPAC5 - 4 (Performance criteria). CCSAPAC5 - 7 (Performance criteria).	

You will;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Attend and participate in the specialised session about the Harris matrix during Archaeology Live!		CCSAPAC5 - 14 (Know and Understand). CCSAPAC5 - 18 (Know and Understand).	

IDENTIFYING FINDS

This is a task that you will undertake as a trainee on Archaeology Live!. You will be exposed to a wide variety of finds and participate in a couple of specialised sessions during your course. You will be taught to;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Differentiate between bulk and small finds.		CCSAPAC5 - 21 (Know and Understand).	
Use the correct storage medium for different types of find.		CCSAPAC5 - 11 (Know and Understand). CCSAPAC5 - 7 (Performance criteria).	
Use appropriate tools to wash bulk finds.		CCSAPAC5 - 4 (Know and Understand). CCSAPAC5 - 11 (Performance criteria).	
Correctly identify pottery at a basic level to broad date ranges.		CCSAPAC5 - 5 (Performance criteria).	
Develop a basic understanding of what finds can tell us about the archaeology		CCSAPAC5 - 21 (Know and Understand). CCSAPAC5 - 22 (Know and Understand).	

You will;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Attend and participate in the specialised session about pottery during Archaeology Live!		CCSAPAC5 - 21 (Know and Understand). CCSAPAC5 - 22 (Know and Understand).	
Attend and participate in the specialised session about small finds during Archaeology Live		CCSAPAC5 - 21 (Know and Understand). CCSAPAC5 - 22 (Know and Understand).	

INTRODUCTION TO CONSERVATION

You will be introduced to conservation during Archaeology Live! This takes place in the form of a tour of our conservation labs at Aldwark. You will;

Task	Completed (tally)	National Occupational Standards	Supervisor Approved
Attend the conservation lab tour during Archaeology Live!.		CCSAPAC6 - 2 (Know and Understand). CCSAPAC6 - 3 (Know and Understand).	
Develop a basic understanding of what conservation is and when it is required.		CCSAPAC6 - 2 (Know and Understand). CCSAPAC6 - 3 (Know and Understand).	
Develop a basic understanding of how material type and the conditions of its recovery affect the conservation strategy employed.		CCSAPAC6 - 3 (Know and Understand).	
Develop a basic understanding of why certain items are conserved and others are not.		CCSAPAC6 - 2 (Know and Understand).	

ADDITIONAL TASKS/SESSIONS

There are many additional tasks or sessions that we may undertake during Archaeology Live!

Task	Completed (tally)	National Occupational Standards	Supervisor Approved

Supervisors name and role:

Signature:

Date: