

## Introduction

### What is the purpose of this survey?

This survey profiles professional archaeology in Australia and aims to develop an understanding of our discipline and how it is changing. The survey targets demographic, employment and professional activities data. This survey builds on data collected in surveys undertaken in 2005, 2010 and 2015 to provide information on longitudinal trends in professional archaeology in Australia. Results are available online for the [2005 survey](#), the [2010 survey](#) and the [2015 survey](#). The survey will take approximately 15 minutes to complete, and is divided into two parts. We encourage participants to complete both parts of the survey.

This survey is being carried out under the auspices of the [Australian National Committee for Archaeology Teaching and Learning \(ANCATL\)](#).

### Who should complete this survey?

This survey is designed to be as inclusive as possible and recognises the use of archaeological skills in a broad range of fields. Participation in this survey is voluntary. It should be completed by anyone who:

- used archaeological skills in paid employment during 2019; and
- works in Australia, or is based in Australia and works overseas.

### How will my privacy be protected?

The survey does not identify individuals, and your responses will be reported at an aggregate level only or as anonymous quotations. By pressing the "Next" button at the base of this page you are providing consent for us to use any data you supply in aggregate form or as anonymous quotations. Completed surveys will only be viewed by project staff. Survey data are encrypted and your IP address will not be stored in the survey results. Taking part in this study is completely voluntary and you can stop taking part in the study at any time without explanation or prejudice.

### How will the data collected in the survey be used?

These data will feed into ongoing reviews of archaeology, including teaching and learning issues, professional development and understanding the employment environment in Australia. Aggregate results will be publicly available and reported in various formats, including on the web, in conference presentations and in scholarly papers.

### How do I get more information about the survey project?

If you have any questions about the study "Australian Archaeology in Profile" project, please contact the Project Coordinators, [Professor Sean Ulm](#) (phone: 07 4232 1191) or [Dr Geraldine Mate](#) (phone: 07 3842 9276). This project complies with the provisions contained in the *National Statement on Ethical Conduct in Human Research* and complies with the regulations governing experimentation on humans (clearance number: H7938). If you have any concerns regarding the ethical conduct of the study, please contact Human Ethics, Research Office, James Cook University (phone: 07 4871 5011) or via [email](#).

**PLEASE COMPLETE THIS SURVEY BY [1 MAY 2020](#)**

\* Do you agree to the above terms? By clicking Yes, you consent that you are willing to answer the questions in this survey. If you click No, you will exit the survey.

Yes

No

Part 1: Demographic Profile

**Questions in this section provide an overview of the demographic composition of the profession.**

What is your age? Please answer questions for 2019.

What is your sex?

- Female
- Male
- None of the above
- Rather not say

Do you identify as an Aboriginal and/or Torres Strait Islander person?

- Yes
- No

Were you born in Australia?

- Yes
- No

Part 1: Demographic Profile

If born outside Australia, in which country were you born?

- Canada
- New Zealand
- United Kingdom
- Republic of Ireland
- United States

Other (please specify)

Part 1: Demographic Profile

Are you based (i.e. is your permanent residence) in Australia?

- Yes
- No

Part 1: Demographic Profile

If based in Australia, what state or territory are you based in?

- |                           |                           |
|---------------------------|---------------------------|
| <input type="radio"/> ACT | <input type="radio"/> SA  |
| <input type="radio"/> NSW | <input type="radio"/> TAS |
| <input type="radio"/> NT  | <input type="radio"/> VIC |
| <input type="radio"/> QLD | <input type="radio"/> WA  |

If based in Australia, what term best describes your location?

- Capital City (e.g. Sydney, Perth, Darwin)
- Regional Centre (e.g. Newcastle, Townsville, Launceston)
- Rural Area (e.g. Dubbo, Renmark)
- Remote Area (e.g. Alice Springs, Karratha)

Part 1: Demographic Profile

If based outside Australia, in which country are you based?

- Canada
- New Zealand
- United Kingdom
- Republic of Ireland
- United States

Other (please specify)

Part 1: Demographic Profile

How long have you worked in the field of archaeology (in years)?

- |                            |                             |                             |
|----------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> 0-1  | <input type="radio"/> 11-15 | <input type="radio"/> 31-35 |
| <input type="radio"/> 1-3  | <input type="radio"/> 16-20 | <input type="radio"/> 36-40 |
| <input type="radio"/> 3-5  | <input type="radio"/> 21-25 | <input type="radio"/> 41-45 |
| <input type="radio"/> 6-10 | <input type="radio"/> 26-30 | <input type="radio"/> 46+   |

\* Have you ever undertaken voluntary archaeological work?

- Yes
- No



Part 1: Demographic Profile

Approximately how long have you spent in total days undertaking voluntary archaeological work? (please include all volunteer work, including any undertaken while studying)

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| <input type="radio"/> <3 months   | <input type="radio"/> 2-3 years  |
| <input type="radio"/> 3-6 months  | <input type="radio"/> 3-5 years  |
| <input type="radio"/> 6-12 months | <input type="radio"/> 5-10 years |
| <input type="radio"/> 1-2 years   | <input type="radio"/> 10+ years  |

What was the nature of the voluntary archaeological work you have undertaken? (tick all applicable)

- Excavation
- Survey
- Museum
- Laboratory
- Administration
- Library/Archives
- Teaching

Other (please specify)

Part 1: Demographic Profile

What qualifications, if any, did you have with archaeology as a major area of study as at 31 December 2019? (tick all applicable)

- No formal qualifications
- Practical archaeological experience
- Certificate
- Undergraduate diploma
- Undergraduate pass degree (e.g. BA, BSc etc)
- Undergraduate pass degree with honours (e.g. BA (Hons), BSc (Hons) etc)
- Postgraduate coursework degree (e.g. Graduate Diploma, Masters)
- Research Masters
- PhD

Other (please specify)

Were any of your qualifications with archaeology as a major area of study (as indicated above) completed outside Australia?

- Yes
- No

Part 1: Demographic Profile

What qualifications with archaeology as a major area of study have you completed outside Australia? (tick all applicable)

- Certificate
- Undergraduate diploma
- Undergraduate pass degree (e.g. BA, BSc etc)
- Undergraduate pass degree with honours (e.g. BA (Hons), BSc (Hons) etc)
- Postgraduate coursework degree (e.g. Graduate Diploma, Masters)
- Research Masters
- PhD

Other (please specify)

Part 1: Demographic Profile

Did you undertake formal academic study with archaeology as a major area of study during 2019?

- Yes
- No

Part 1: Demographic Profile

What formal academic study with archaeology as a major area of study did you undertake during 2019?  
(tick all applicable)

- Certificate
- Undergraduate diploma
- Undergraduate pass degree (e.g. BA, BSc etc)
- Undergraduate pass degree with honours (e.g. BA (Hons), BSc (Hons) etc)
- Postgraduate coursework degree (e.g. Graduate Diploma, Masters)
- Research Masters
- PhD

Other (please specify)

Part 1: Demographic Profile

Do you have formal academic qualifications in disciplines other than archaeology?

- Yes
- No

Part 1: Demographic Profile

What disciplines other than archaeology are your qualifications in? (tick all applicable)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Anthropology                 | <input type="checkbox"/> Cultural Heritage Management | <input type="checkbox"/> Languages                         |
| <input type="checkbox"/> History                      | <input type="checkbox"/> Business/Accounting          | <input type="checkbox"/> Museum Studies                    |
| <input type="checkbox"/> Classics and Ancient History | <input type="checkbox"/> Fine Arts                    | <input type="checkbox"/> Engineering                       |
| <input type="checkbox"/> Geology/Earth Sciences       | <input type="checkbox"/> Biology                      | <input type="checkbox"/> Environmental studies / Geography |
| <input type="checkbox"/> Education                    | <input type="checkbox"/> Management                   | <input type="checkbox"/> Social/Community Development      |

Other (please specify)

Part 2: Employment Information

Questions in this section provide information on the types and frequency of paid archaeological employment in Australia.

In 2019, did you engage in paid archaeological employment with more than one employer?

- No
- Yes

Specify total number of employers

With respect to your archaeologically-related employment in 2019, how would you best describe your primary employer?

- Federal Government (not museum)
- State Government (not museum)
- Local Government (not museum)
- University (not museum)
- Museum (government)
- Museum (university)
- Museum (other)
- Private sector – Self-employed – Archaeology/heritage only
- Private sector – Company/business – Archaeology/heritage only
- Private sector – Other (e.g. mining company; general environmental consulting)
- Indigenous land council/representative body

Other (please specify)

Did you have a position title? (e.g. Project Archaeologist, Cultural Heritage Manager, Lecturer, Principal Consultant, Senior Archaeologist, Field Assistant, Laboratory Assistant, Research Assistant, Heritage Officer)

- No
- Yes

Specify position title



\* Approximately how long (in years) have you been employed in your current (most recent) position with your primary employer?

- 0-1 year
- 1-3 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 25+ years

Part 2: Employment Information

What was the total number of paid archaeologists (casual, part-time and full-time) who worked in your local workplace (i.e. business/company/school/department/section/business unit) in 2019?

- |                         |                                       |
|-------------------------|---------------------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 9               |
| <input type="radio"/> 2 | <input type="radio"/> 10              |
| <input type="radio"/> 3 | <input type="radio"/> 11-15           |
| <input type="radio"/> 4 | <input type="radio"/> 16-20           |
| <input type="radio"/> 5 | <input type="radio"/> 21-25           |
| <input type="radio"/> 6 | <input type="radio"/> 26-30           |
| <input type="radio"/> 7 | <input type="radio"/> Greater than 30 |
| <input type="radio"/> 8 | <input type="radio"/> Unsure          |

Other (please specify)

What was the total number of paid non-archaeological support staff (casual, part-time and full-time) who worked in your local workplace (i.e. business/company/school/department/section/business unit) in 2019? Only include staff who provided support to archaeological staff.

- |                         |                                       |
|-------------------------|---------------------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 8               |
| <input type="radio"/> 2 | <input type="radio"/> 9               |
| <input type="radio"/> 3 | <input type="radio"/> 10              |
| <input type="radio"/> 4 | <input type="radio"/> 11-15           |
| <input type="radio"/> 5 | <input type="radio"/> 16-20           |
| <input type="radio"/> 6 | <input type="radio"/> Greater than 20 |
| <input type="radio"/> 7 | <input type="radio"/> Unsure          |

Other (please specify)

In the last 12 months (i.e. during 2019) how has the number of archaeological staff in your local workplace changed?

- Increased
- Remained the same
- Decreased
- Don't know

How do you expect archaeological staff numbers to change in your local workplace in the next 12 months (i.e. during 2020)?

- More than now
- The same as now
- Fewer than now
- Don't know

Part 2: Employment Information

On average, how many days per week were you engaged in paid archaeological employment in 2019?

- Less than 1 day
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

What was the basis of your primary paid archaeological employment in 2019?

- Permanent full-time (including self-employed)
- Fixed contract full-time
- Permanent part-time
- Fixed contract part-time
- Casual

Part 2: Employment Information

If on contract, what is the length of your contract?

Up to 3 months

12-24 months

3-6 months

Greater than 24 months

6-12 months

Permanent/open-ended

Other (please specify)

Part 2: Employment Information

What is your approximate personal gross (i.e. before tax) income from archaeologically-related employment during 2019?

In 2019 did you engage in paid employment outside archaeology?

Yes

No

Part 2: Employment Information

If employed outside archaeology, what general industry was your employment in? (tick all applicable)

- Manufacturing
- Construction
- Retail Trade
- Accommodation, Cafes, Restaurants
- Government, Administration and Defence
- Education
- Health and Community Services

Other (please specify)

Part 3: Professional Activities

Questions in this section attempt to characterise the main areas and nature of your professional activities.

Which of the following best describes the primary area of archaeology in which you worked during 2019? (tick one only)

- Historical archaeology
- Maritime archaeology
- Indigenous archaeology
- Classical archaeology

Other (please specify)

What other areas of archaeology, if any, did you work in during 2019? (tick all applicable)

- None
- Historical archaeology
- Maritime archaeology
- Indigenous archaeology
- Classical archaeology

Other (please specify)

Which geographical region was the primary focus of your work during 2019? (tick one only)

- Australia
- Asia
- Pacific
- Europe
- Americas
- Africa
- Middle East

Other (please specify)



Which other geographical regions, if any, were a focus of your work during 2019? (tick all applicable)

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> None      | <input type="checkbox"/> Middle East |
| <input type="checkbox"/> Australia | <input type="checkbox"/> Asia        |
| <input type="checkbox"/> Pacific   | <input type="checkbox"/> Europe      |
| <input type="checkbox"/> Americas  | <input type="checkbox"/> Africa      |

Other (please specify)

In what state or territory was the majority of your paid work conducted in 2019?

- |                           |                           |                                      |
|---------------------------|---------------------------|--------------------------------------|
| <input type="radio"/> ACT | <input type="radio"/> QLD | <input type="radio"/> VIC            |
| <input type="radio"/> NSW | <input type="radio"/> SA  | <input type="radio"/> WA             |
| <input type="radio"/> NT  | <input type="radio"/> TAS | <input type="radio"/> Not applicable |

What proportion of your work in 2019 do you consider to have been cultural heritage management?

- |                              |                              |                               |
|------------------------------|------------------------------|-------------------------------|
| <input type="radio"/> 0%     | <input type="radio"/> 31-40% | <input type="radio"/> 71-80%  |
| <input type="radio"/> 1-10%  | <input type="radio"/> 41-50% | <input type="radio"/> 81-90%  |
| <input type="radio"/> 11-20% | <input type="radio"/> 51-60% | <input type="radio"/> 91-100% |
| <input type="radio"/> 21-30% | <input type="radio"/> 61-70% |                               |

Part 3: Professional Activities

How many days of fieldwork (i.e. survey, excavation, site inspections, assessments) did you undertake in Australia during 2019?

How many days of fieldwork (i.e. survey and excavation) did you undertake in countries other than Australia during 2019?

What were your association/professional/industry memberships during 2019? (tick all applicable)

- None
- Archaeological and Anthropological Society of Victoria (AASV)
- Archaeological Institute of America (AIA)
- Australia ICOMOS
- Australian Academy of the Humanities (AAH)
- Australian Anthropological Society (AAS)
- Australian Archaeological Association (AAA)
- Australian Association of Consulting Archaeologists Inc. (AACAI)
- Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)
- Australian Rock Art Research Association (AURA)
- Australasian Institute for Maritime Archaeology (AIMA)
- Australasian Quaternary Association (AQUA)
- Australasian Research Cluster for Archaeological Science (ARCAS)
- Australasian Society for Classical Studies (ACSC)
- Australasian Society for Historical Archaeology (ASHA)
- Australasian Society for Human Biology (ASHB)
- Council for British Archaeology
- Egyptology Society of Victoria
- European Association of Archaeologists (EAA)
- Indo-Pacific Prehistory Association (IPPA)
- New Zealand Archaeological Association (NZAA)
- Prehistoric Society
- Society for American Archaeology (SAA)
- Society for Archaeological Sciences (SAS)
- Society for Historical Archaeology (SHA)
- Society of Mediterranean Archaeology (SOMA)
- The International Committee for the Conservation of the Industrial Heritage (TICCIH)
- World Archaeological Congress (WAC)

Other (please specify)

During 2019 which of the following archaeological professional development activities did you undertake? (tick all applicable)

- None
- Subscribe to an email discussion list (e.g. OzArch)
- Attend a conference in Australia
- Attend a conference overseas
- Attend a professional development workshop or short course in Australia
- Attend a professional development workshop or short course overseas
- Attend a public lecture or seminar
- Write a consultancy report
- Publish an article in a peer-reviewed publication
- Publish an article in a non-peer-reviewed publication
- Publish a book

Other (please specify)

\* What type of professional development courses would you be interested in participating in the next year? [Please answer NIL if you are not interested in undertaking professional development in the next year]

During 2019 which of the following archaeological public outreach activities did you undertake? (tick all applicable)

- None
- Give a public lecture or speak at a public seminar
- Speak to a school group about archaeology
- Appear on television or in a documentary program
- Give an interview or speak on radio
- Give a newspaper interview or write a newspaper article
- Write a press release
- Participate in an activity or program for National Archaeology Week
- Participate in a public education activity other than National Archaeology Week
- Write an online article for the general public (e.g. blog, The Conversation etc)

Other (please specify)



## Part 4: Learning and Training Issues

The final part of this survey addresses professional skills, and teaching and learning emphasis. This section of the survey will take approximately 10 minutes to complete. It provides valuable data for professional development activities, for vocational skills and for university teaching.

Would you like to complete this section of the survey?

Yes

No

Part 4: Learning and Training Issues

\* In general terms, rate your level of experience in the following skill areas:

	No Experience	Limited Experience	Moderate Experience	Considerable Experience
General business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human resource management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupational health & safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sales/marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy/public relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/archival research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographical Information Systems (GIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-cultural communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of intellectual property issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation/mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Four-wheel driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field survey techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excavation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stone artefact identification and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faunal analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No Experience	Limited Experience	Moderate Experience	Considerable Experience
Residue and use-wear analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Archaeological theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rock art recording and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ceramic analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human skeletal identification and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of legislation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significance assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heritage management planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservation of artefacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of research ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drawing/illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sediment analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Floral analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cataloguing of artefacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remote sensing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer modelling and simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancient DNA analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Isotope analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Part 4: Learning and Training Issues

Questions in this section seek your opinion on how best to prepare students for working in archaeology and related professional fields.

**Work integrated learning**

Using the scale below, indicate whether you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Practical, field-based archaeological experience should be an important part of undergraduate training in archaeology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More emphasis should be placed on developing practical consulting skills in undergraduate degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a need to better coordinate opportunities for students and early career graduates to gain vocational experience in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be willing to place students and early career graduates in my workplace to gain vocational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Teaching and courses

Using the scale below, indicate whether you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
There is a need for a vocationally-orientated option for graduates as well as the traditional research-orientated honours year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be more short (e.g. 2-5 day) professional development courses on offer for archaeologists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-academic professional archaeologists have a responsibility to train <b>undergraduate students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-academic professional archaeologists have a responsibility to train <b>graduates</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More emphasis should be placed on developing broad critical thinking skills in undergraduate degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be greater involvement of Indigenous people in teaching and learning archaeology in Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All archaeology students should undertake course/s on Indigenous Australian archaeology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be more opportunities for undergraduate students to participate in cross-institutional studies in archaeology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of universities there is a need for vocationally-based learning opportunities in archaeology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Quality assurance

Using the scale below, indicate whether you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
There is a need for national accreditation of all professional archaeologists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australian undergraduate and honours degrees in archaeology should be benchmarked nationally to ensure that graduates have common basic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There must be greater collaboration between universities, government and industry in teaching and learning archaeology in Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4: Learning and Training Issues

Questions in this section seek opinions on issues relating to education and training in archaeology.

\* Using the scale below, which of the following skills do you think are valuable for archaeologists in your workplace:

	Not Valuable	Valuable	Highly Valuable	Not Applicable
General business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human resource management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupational health & safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sales/marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy/public relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/archival research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographical Information Systems (GIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-cultural communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of intellectual property issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation/mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Four-wheel driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field survey techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excavation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stone artefact identification and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Valuable	Valuable	Highly Valuable	Not Applicable
Faunal analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residue and use-wear analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Archaeological theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rock art recording and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ceramic analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human skeletal identification and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of legislation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significance assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heritage management planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservation of artefacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of research ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drawing/illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sediment analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Floral analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cataloguing of artefacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remote sensing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer modelling and simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancient DNA analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Isotope analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conclusion

Any other comments about any aspect of working in archaeology in Australia?