

DISCOVERING THE ARCHAEOLOGISTS OF EUROPE

QUALIFICATIONS AND REQUIREMENTS TO PRACTICE

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An overview of the definition of archaeologists and requirements to practice

The bare figures of how many archaeologists there are in each country or per head of the population are not necessarily a measure of the level of archaeological activity, but more of the way in which archaeological research is organised, who is defined as an archaeologist, and the role of formal training, especially at university. Despite all the countries having signed up to the Valletta (Malta) Convention (Council of Europe 1992) stating that archaeological excavations should only be undertaken by those qualified as archaeologists, there is considerable variation about how that competence is measured.

Defining an archaeologist

This varies between two extremes, countries such as Greece in which there is a legal definition which is linked with the granting of permits to carry out excavations, with, at the other extreme, Britain, where an archaeologist is defined in terms of what that person actually does (an archaeologist is someone that does archaeology!), and where there is no formal legal definition. This then relates to the sorts of activities engaged in, for instance, by people who deal with specialist areas of archaeology like environmental work, information technology in archaeology, tourism, etc. (see below), but who may themselves carry out fieldwork and direct excavations. In Britain there are at least two distinguished professors who might not qualify as excavators in other countries!

Austria	A degree in Archaeology at, at least, Masters level (there is also a class of Mitarbeiter – ‘co-worker’).
Belgium	First degree in Archaeology.
Cyprus	First degree with specialisation in Archaeology.
Czech Republic	Masters degree in Archaeology or equivalent.
Germany	A Doctorate or Magister in Archaeology.
Greece	First degree with specialisation in Archaeology.
Hungary	Masters degree in Archaeology.
Ireland	No legal definition.
Netherlands	A Doctorate, Doctorandus or Magister in Archaeology.
Slovakia	Magister degree in Archaeology or equivalent.
Slovenia	Masters degree in Archaeology or equivalent.
United Kingdom	No legal definition.

Table 1. Legal definition of an archaeologist

University training

It is impossible to make a simple classification of the nature of university training in Archaeology across Europe as there are several variables which occur in different combinations from one country to another. There has also been considerable change from the traditional systems which operated when the majority of active archaeologists obtained their degrees, in part, but not exclusively, from the impact of the Bologna Declaration.

The structure which has operated in each country has traditionally varied considerably according to the higher education system in each country. Traditionally courses have been structured in two main ways: as a hierarchy of degrees taken independently over a number of years; or, under the Humboldt system, a single degree for which the student will study for five or more years. Secondly there is the status of Archaeology as a separate discipline (independent, or part of History or Art History as is common in France, Spain and Italy). In a number of countries, such as Greece, Cyprus, Hungary and some universities in the United Kingdom, Archaeology may be jointly taught with another degree such as History, Geography or Cultural Management, though usually with a specialisation in one of the two subjects.

There are four main levels of university qualification:

Bachelor and Licence: the first degree usually taken after 3 or 4 years. In France this originally consisted of 2 years for the DEUG (Diplôme d'études universitaires générales) plus another 2 for the Licence, but now, after Bologna, 3 years in total; such a degree did not exist for Archaeology, and students entering a career in Archaeology usually took the Licence in History or Art History.

Master, Magister or Maitrise, a one- or two-year course taken after the Bachelor and which may be taught, or be by dissertation, or more usually a combination of the two; or a four- or five-year + course (Humboldt). At Oxford and Cambridge it can be a purely honorary degree which can be applied for two years after completing the Bachelor degree.

Doctorate: Taken after a minimum of three years postdoctoral training, or as a 7-year + course (Humboldt), though in some countries (e.g. the Netherlands) being registered for a doctorate (Doctorandus) also confers a special status.

Habilitation: A higher level of doctorate (from a university, the state, or an Academy of Sciences), which may be obligatory for those aiming at higher academic posts. In some countries such as the United Kingdom the Higher Doctorate may exist in some universities, but is not essential and is rarely taken, and such cases will be ignored in this document (e.g. in Tables 2 and 3).

	Habilitation	Doctorate (Humboldt)	Magister (Humboldt)	Doctorate	Masters (1 year)	Bachelor (3 year)	Maitrise (2 year)	Licence (4 year)	Technical	First degree in Archaeology	Joint degree in Archaeology	First degree in History
Austria	Y	Y	Y							Y		
Belgium (Flanders)		Y	Y							Y		
Belgium (Wallonia)				Y		Y	Y					Y
Cyprus											Y	
Czech Republic	Y	Y	Y							Y		
Germany	Y	Y	Y						Y	Y		
Greece											Y	
Hungary	Y	Y	Y								Y	
Ireland				Y	Y					Y		
Netherlands		Y	Y						Y	Y		
Slovakia	Y	Y	Y							Y		
Slovenia	Y	Y	Y							Y		
United Kingdom				Y	Y	Y				Y	Y	

Table 2. Traditional (pre-Bologna) structures of university degrees.

In 1999 *the Bologna Declaration* (European Higher Education Area 1999) was signed by 29 European states including several who were not EU members; there are now 46 countries signed up to its aims (Benelux Bologna Secretariat 2009). It “aims to create a European Higher Education Area by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures”. The Bologna Declaration “has put in motion a series of reforms needed to make European Higher Education more compatible and comparable, more competitive and more attractive for Europeans and for students and scholars from other continents”. It declares that by 2010 the following aims shall be reached (Higher Education Funding Council for England, 2006):

1. A system of easily readable and comparable degrees shall be introduced, supported by the implementation of the Diploma Supplement.
2. Higher education course systems shall be based on two consecutive cycles: the undergraduate cycle, lasting three years, shall qualify students for employment, whereas the graduate cycle shall lead to Master’s and/or doctorate degrees.
3. In order to ensure student mobility through the transferability of their achievements, a credit system similar to ECTS shall be launched; credits shall also be obtainable in non-Higher Education contexts such as life-long learning.
4. Student mobility and free movement shall be promoted.
5. European co-operation in quality assurance shall be established.
6. The European dimension shall be promoted in Higher Education through curricula, inter-institutional co-operation and mobility schemes for both students and teachers/researchers.

The speed with which the new structure has been adopted varies from one country to another, and, within individual countries, from subject to subject, and from university to university. Britain and Ireland consider their systems conform sufficiently not to change from their traditional structure (though there are problems concerning the length of the Masters degree).

	Habilitation	Doctorate (3 years)	Masters (2 years)	Masters (1 year)	Bachelor (3 years)	Bachelor in Archaeology	Bachelor in History	Technical diploma	Date of change
Austria	Y	Y	Y		Y	Y			2005
Belgium (Flanders)	Y	Y		Y	Y	Y			2004
Belgium (Wallonia)	Y	Y	Y		Y		Y		2004
Cyprus	No change								
Czech Republic	Y	Y	Y		Y	Y			2000
Germany	Y	Y	Y		Y	Y		Y	2002-7
Greece	No change								
Hungary	Y	Y	Y		Y	Y			2005
Ireland	No change								
Netherlands		Y	Y	Y	Y	Y		Y	2002
Slovakia	Y	Y	Y		Y	Y			2002-6
Slovenia	Y	Y	Y		Y	Y			2006-9
United Kingdom	No change								

Table 3. Adoption of the Bologna system. Dates may be approximate as it can vary from one university to another.

One important change which has accompanied the shift from the Humboldt system is the adoption of courses with a defined content and curriculum; under the Humboldt system students were able to move from one university to another before returning to their home university, and so construct their own combination of courses in which they had participated. However, within a designed structure there may be different options available to students, leading in some cases to students graduating on the same course, but with considerably different ranges of knowledge.

1: The purpose of a university degree.

At one extreme the degree provides a professional qualification to allow the person holding it to operate legally within that discipline (e.g. an ‘archaeologist’ in Greece must have a first degree in Archaeology to carry out an excavation or to obtain an official post). At the other extreme in the United Kingdom archaeology degrees are taken by many students as a general degree when they have no intention to become archaeologists, and some practicing archaeologists may have degrees in other subjects such as Law or English Literature.

2: The structure of the degree.

This has traditionally fallen into two main categories:

- 1: The Humboldt system where a student studies a subject (usually with a subsidiary subject or subjects – *Nebenfach*) before graduating after a number of years with a diploma: the Magister after about 4 or 5 years; or a Doctorate after about 7 years. It was typical of central and northern Europe.
- 2: A hierarchy of degrees giving the student a choice at which point to exit the system (e.g. the French DEUG, Licence, Maitrise, Doctorat, or the British and Irish Bachelor and Doctorate). It is typical of the Mediterranean countries.

3: The status of Archaeology as a discipline.

In many countries such as Germany and the United Kingdom Archaeology is accepted as a discipline in its own right, e.g. one in which it is possible to obtain a first degree (Bachelor) and where independent archaeology departments exist.

In other countries (e.g. Spain, France) Archaeology is considered to be a subsidiary part of another subject, usually History or Art History, but occasionally Geology, and so can only be studied at most as a subsidiary subject at First Degree level, with specialisation in Archaeology taking place at the Masters level.

In Greece, Cyprus and Hungary Archaeology is taught with History, but the two subjects are of equal status, and students are expected to specify on entry in which subject they plan to specialise.

In Germany the situation is complicated by divisions of the subject into specialist degrees whose boundaries are strictly defined and so prevent easy transfer from one degree course to another, e.g. between Urgeschichte (Palaeolithic / Prehistory), Vor- und Frühgeschichte (Pre- and Protohistory), or Roman Provincial Archaeology. In contrast, in the United Kingdom all these specialisms may be taught within a single Department of Archaeology as part of the same degree course.

4: Course content.

First degree courses vary between two extremes:

- 1: Those oriented towards a specific place and/or time period. These tend to concentrate on dating, typology of artefacts and artefact identification, assuming that graduates will be continuing their careers locally. This has traditionally been typical, for instance, of German degrees.
- 2: More general degrees which concentrate on theory and methodology, and so are applicable in a wide range of contexts, but lacking specific detail (typified by the United Kingdom).

Content will also vary according to the definition of Archaeology, either as a narrow range of skills dealing with artefact typology, dating and field techniques, and where aspects such as animal bones or pollen analysis will be taught in specialist non-archaeology departments, the 'closed system' (for discussion of the concept of 'fragmented', 'closed' and 'open systems' see Collis 1995, 2003); departments are typically small (3–5 lecturers), often only a professor and a couple of assistants. This is typical of Germany.

In contrast, in the 'open system' Archaeology has invaded neighbouring subjects, so an archaeology department will teach a wide range of subjects such as human and animal bones, geophysics, laboratory techniques, etc. This is typified by the United Kingdom where departments regularly consist of 10–20 lecturers, or even more.

5: Verification.

Here too there is a broad range of variation, from one extreme where attendance of the course is deemed as 'passing', to situations where it will be examined, e.g. by unseen examinations. In between are situations like the traditional German system where the main examination consisted of a major dissertation, but other aspects of the students training were mainly examined by a viva at the end of the degree course.

In Britain an attempt has been made to 'benchmark' what level of knowledge students will have acquired at the time they graduate. At present this has only been done for Bachelor degrees, but discussions are underway at the Masters level. The benchmarking document for Archaeology in the United Kingdom is published by the Quality Assurance Agency for Higher Education (QAA 2007).

6: The impact of Bologna.

The greatest impact has been on the countries with the Humboldt system. Countries such as the Netherlands and the Czech Republic changed fairly early on, and the first graduates at the Bachelor and Magister level are now entering the market. France too has recently abandoned the traditional DEUG / Licence structure, whereas the United Kingdom considers itself to be largely unaffected by the changes, and Greece and Cyprus have not abandoned their traditional four-year Archaeology/History Bachelor degrees. One result is that degree courses are now much more structured in terms of their content – under the Humboldt system students were relatively free to move from one university to another, returning to their parent university for the final presentation of their dissertation, but this is less easy with more structured courses. However, anecdotal evidence suggests that the shift to Bologna has not necessarily eased movement of students, even within a single country (e.g. Switzerland, Belgium, Germany), as students on one course may lack the requirements to enter a Masters degree in another department (e.g. from Vor- und Frühgeschichte to Roman Provincial Archaeology). In the United Kingdom it is common to change subject between Bachelor and Masters, but this is discouraged in German academic culture.

A major area of confusion concerns the Magister. In most countries Bologna has been interpreted as a second degree requiring a two-year course before one continues on to take a doctorate, and this is especially preferred in universities where there is no first degree in Archaeology (e.g. in Wallonia). In the United Kingdom and Flanders where there are First degrees in Archaeology, Masters Courses are usually of one year duration. In others (e.g. the Netherlands) there are also one-year courses for those wishing to enter the profession without the doctorate as well as two year courses for those proceeding to the doctorate. At present it is not clear which universities will accept a one-year Masters for students going forward to the doctorate, but this is at present being surveyed by Dr. Mark Pearce for the Training and Education Committee of the European Association of Archaeologists. It is even less clear how this will be dealt with by the administrations in each country, e.g. in defining who is, or is not, legally an 'archaeologist'. One exception is in the Netherlands where an elaborate system of certification of archaeological organisations, individuals and of Quality Control had been introduced.

Entry into the profession

In Germany qualification to enter the profession (i.e. to be legally allowed to direct an excavation) is often the completion of the doctorate, but in other countries, e.g. the Czech Republic and in some *Länder* in Germany it has been the completion of a 4- or 5-year Masters. At the opposite extreme, in Britain (where no formal requirement is needed to direct an excavation) and Ireland, the normal entry point has been at the Bachelor level.

Recent trends

Clearly in most countries the majority of archaeologists have pre-Bologna qualifications, and those who have been through the Bologna system are only just entering the market.

The present trend is for more universities to put on Archaeology degrees, most visible in recent years in the Czech Republic, but even in the United Kingdom where the big expansion took place in the 1970s at the Bachelor level, expansion has continued at a steady pace, with over 40 different institutions offering some sort of archaeology course. The one exception is Germany where departments are small and vulnerable to closure in the present climate as there are political pressures for German universities to shift their resources towards the Sciences (in most countries Archaeology is seen as an Arts and Humanities subject, with the exception of England, Wales and Northern Ireland where it is funded as 'part science').

One major effect of the availability of a Bachelor degree is an increase in the number of students taking an archaeology degree, noted for instance in the Czech Republic, Germany, Slovenia, etc., but these students do not have any obvious source of employment; employers in these countries (not only in Archaeology) generally consider that this is not a professional degree. In contrast in the United Kingdom and Ireland it has been the traditional entry point; here there are greater openings in Archaeology (due to the different structure of the profession and of excavations) and in other professions. In these countries it is assumed that perhaps 80% of archaeology graduates will not pursue an archaeology career; there are no precise figures available, though one unpublished survey was made by myself and Graham McElearney of Sheffield graduates in the early 1990s, and the Higher Education Academy is at present carrying out a new survey.

Another major trend is the rise in importance of Masters / Magister degrees. In the United Kingdom they were relatively unimportant until the 1980s when the need for more specialised training became apparent, and many 'Taught Masters' courses were set up (three terms / two semesters of taught courses with formal classes followed by a dissertation in the third semester / summer vacation), in areas such as Environmental Archaeology, Human Bones, Landscape Archaeology, Information Technology, etc.

In most countries (e.g. Germany, the Czech Republic) the Masters degree is mainly seen as a stepping stone to the Doctorate, with more intensive teaching of general archaeological techniques and the beginning of specialisation, and so there is normally only one Masters degree course per department. In contrast, in the United Kingdom, there is a very wide range of Masters Courses available, from generalised 'conversion' courses for students with a First degree in another subject, to highly specialised courses. The courses are advertised nationally in the major newspapers, and in the latest listing (*The Guardian* June 14th 2008) 203 different archaeology courses were available at 31 different institutions! There are two exceptions to this; in some of the ancient Scottish universities students graduate with a 4-year Masters degree which is the equivalent of a Bachelor degree in England, and the universities of Oxford and Cambridge offer automatic Masters degree to graduates with a Bachelor degree two years after graduation.

Technical training

A number of countries have technical training for diplomas specifically for Archaeology (for instance, Germany, the Netherlands). This generally does not include any academic training, so technicians cannot direct excavations which require permits, but they do effectively run excavations when the director may only be visiting the site once a week. But many other staff enter Archaeology with more general technical qualifications.

In some countries in central Europe (e.g. Slovenia) the term 'technician' is used in a less formal way for experienced people who may have no formal qualification, or possibly just a Bachelor degree, but who have considerable field experience.

In Greece there is training and a diploma for people acting as guides on archaeological sites.

Life-long learning

At present no country has introduced a necessity of maintaining Continuing Professional Development (CPD) as a requirement for practicing as an archaeologist. The Institute for Archaeologists in the United Kingdom now has such a requirement for its members (but this only extends to members of the IfA, who form about a third of the archaeological workforce in the United Kingdom).

However, a number of countries have specified periods of field experience for those who are given permits for excavation: in Greece and Cyprus this is three years for a rescue excavation and five years for a research excavation. Some form of professional training is assumed and provided by a number of state organisations in which practitioners are expected to participate. There may also be a requirement for some knowledge of the local archaeology.

Language requirements

In most countries this may be assumed rather than stipulated, especially for those entering into permanent posts, but in some countries where it is common for foreign nationals to be carrying out work (e.g. Greece and Cyprus) there is a written requirement for fluency in the language of the country.

The structure of excavations and research

The nature of the personnel on an excavation is of fundamental importance for international mobility, especially for younger archaeologists. In France, Ireland and in the United Kingdom the actual digging has increasingly been carried out by graduates with degrees, usually at the Bachelor level, and in the United Kingdom it is now rare to find someone on an excavation without a university qualification (Fig. 4). Digging is the mechanism for aspiring fieldworkers to obtain field experience by moving from one project to another on short-term contracts (usually poorly paid), while competing for more permanent posts. It also explains how Ireland in recent years has been able to take on many foreign graduates in the commercial sector.

Personnel		Role	Quality control
PROFESSIONAL UNITS			
Director		Administration	Overall
Finds specialists		Specialist reports	
Site supervisors		Field direction, field documentation	Field records
Professional diggers		Digging	
→ Routes of promotion			
COMPLEX PROJECT			
Project director		Administration	Overall
Site director		Field direction	Fieldwork
Finds co-ordinator		Report writing	Specialist reports
Data co-ordinator		Data computerisation, archive	Field records
Site supervisors		Site control, recording	Digging
Professional diggers		Digging, some recording	
Finds specialists	Specialist reports		
↔ Additional essential links			
MORE EGALITARIAN SYSTEM (e.g. Heathrow, Terminal 5)			
Project director		Administration	Overall
Field co-ordinator		Field direction	Digging
Data co-ordinator		Computing, archive	Documentation
Finds co-ordinator		Finds deposition, report commissioning	Specialist reports
Professional diggers		Excavation, field documentation	
Finds specialists		Finds reports	
▲ "Archaeologist" ↔ Additional essential links			

Table 4. Examples of the organisational structure of British excavations (based on Collis 2003, Fig. 2.14).

In contrast in Germany and Greece the digging is carried out by labourers. In the case of Germany they are usually unemployed labourers who can only be employed for a maximum of two years, as after that time they would have to be taken on permanently. In Greece there may be a requirement for the holder of an excavation permit to employ local labourers; where projects continue over several years the same people may be employed, and so pick up considerable expertise, and this will be given formal recognition.

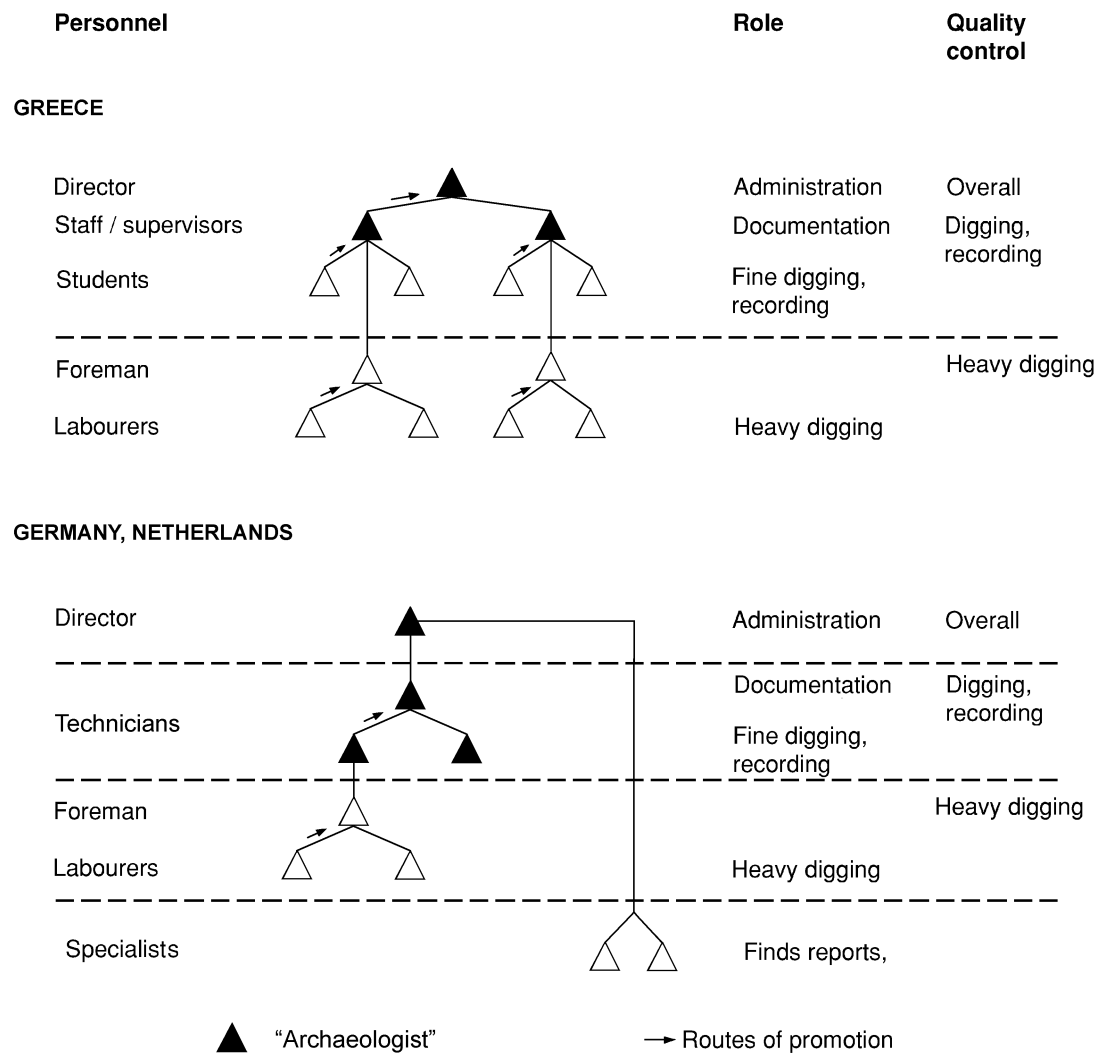


Table 5. Examples of the organisational structure of European excavations (based on Collis 2003, Fig. 2.14).

Archaeology has been used as a means of tackling unemployment, for instance in the United States in the 1930s (Jameson 2004) and in the United Kingdom in the 1980s (Crump 1987), in the latter case through a 'Community Employment Programme' of the Manpower Services Commission which led to some people entering the profession, and going on to university. This structure of labourers carrying out the excavation has not entirely prevented younger workers working on German excavations (I did it myself in the 1960s), and there has been a considerable number of British and other graduates working in Germany in more recent times. It is also interesting to note that German graduates are also beginning to turn up as diggers on German excavations, and it will be interesting to see if this is an increasing trend.

Austria	Academic director and archaeological staff and unqualified labourers.
Belgium	Academic director and archaeological staff and volunteers.
Cyprus	Academic director, academic archaeological staff, and experienced and unqualified labourers.
Czech Republic	Academic director, qualified technical staff, and unqualified labourers.
Germany	Academic director, qualified technical staff, and unqualified labourers.
Greece	Academic director, academic archaeological staff, and qualified and unqualified labourers.
Hungary	Academic director, qualified technical staff, and unqualified labourers.
Ireland	Director, staff and excavators generally all with academic training.
Netherlands	Academic director, qualified technical staff and unqualified labourers.
Slovakia	Academic director, academic archaeological staff, technical staff, and qualified and unqualified labourers.
Slovenia	Academic director, academic archaeological staff, technical staff, and qualified and unqualified labourers.
United Kingdom	Director, staff and excavators, generally all with academic training.

Table 6. Structure of Excavations

Attitudes to what archaeologists are expected to do will also affect the classification of 'specialists' of various sorts as archaeologists or not. Traditionally people who identified animal or human bones, dealt with pollen or soils, or other scientific approaches would have been drawn from other disciplines (e.g. from a *Tierinstitut* in Germany to study animal bones), but now these people are increasingly recognised as archaeologists in their own right, merely working on other categories of data from the traditional artefacts. The extent to which this shift has taken place in part depends on the way in which Archaeology is taught and conceived (the 'Open' and 'Closed' systems), but is also connected with legal definitions (e.g. a seed or snail or computer specialist would not normally direct an excavation, but there are several cases where this has happened in the United Kingdom). In the following diagram I have tried to represent the general attitude to specialists in each country, though there are many exceptions.

Austria	Specialists
Belgium	Specialists
Cyprus	Specialists
Czech Republic	Specialists
Germany	Specialists
Greece	Specialists
Hungary	Specialists
Ireland	Archaeologists
Netherlands	Archaeologists
Slovakia	Specialists
Slovenia	Specialists
United Kingdom	Archaeologists

Table 7. Status of 'specialists' in archaeology

Qualifications for practicing as an archaeologist

The following tables give examples of the official requirements for entry and progression in the profession, and for carrying out professional duties, but it must be noted, for instance, that a degree in one country cannot be immediately translated across to another country. An example of this is a British student with a Bachelor degree in Archaeology from an English university who was offered a post in a Spanish museum, but was not able to take up the post, despite support from senior Spanish academics, as such a degree did not exist in Spain; if he had had a degree in History with some Archaeology, this would have been accepted!

Austria	Archaeology degree at Masters or Doctoral level.
Belgium	Archaeology degree at Masters or Doctoral level.
Cyprus	Archaeology or joint degree with specialisation in Archaeology.
Czech Republic	Archaeology degree at Masters or Doctoral level.
Germany	Archaeology degree at Masters or Doctoral level (depending on local regulations).
Greece	Archaeology or joint degree with specialisation in Archaeology, plus 3 years minimum experience for a rescue excavation, or 5 years for a research excavation.
Hungary	Archaeology degree at Masters or Doctoral level.
Ireland	Archaeology degree at Masters or Doctoral level.
Netherlands	Archaeology degree at Masters or Doctoral level or Doctorandus, but with a newly introduced system of certification.
Slovakia	Archaeology degree at Masters or Doctoral level.
Slovenia	'University graduate in Archaeology', level not yet specified, but in practice at Masters or Doctoral level.
United Kingdom	Not applicable, except in Northern Ireland. Scheduled Ancient Monument Consent on protected sites and Licences are required for work on Protected Shipwrecks.

Table 8. Requirement for an excavation permit

Austria	Habilitation in Archaeology or equivalent.
Belgium	Archaeology degree.
Cyprus	A doctorate, followed by 11 years minimum of academic or equivalent work (of which at least 4 in a university), internationally recognised scientific work and publications, important contributions to university teaching and administration, successful supervision of research or theses.
Czech Republic	Habilitation in Archaeology.
Germany	Habilitation in Archaeology.
Greece	A doctorate, followed by 11 years minimum of academic or equivalent work (of which at least 4 in a university), internationally recognised scientific work and publications, important contributions to university teaching and administration, successful supervision of research or theses.
Hungary	Habilitation.
Ireland	None specified.
Netherlands	Archaeology degree.
Slovakia	Habilitation in Archaeology.
Slovenia	'University Graduate in Archaeology'.
United Kingdom	None specified.

Table 9. Official requirements for a senior university post (professor)

Austria	Archaeology degree.
Belgium	Archaeology degree.
Cyprus	Archaeology degree, with field experience, knowledge of Cypriot Archaeology, very good Greek and good English.
Czech Republic	Unspecified academic training at university level.
Germany	Usually a doctorate in Archaeology at the higher levels.
Greece	Archaeology degree, knowledge of Greek Archaeology, very good Greek and a foreign language.
Hungary	Masters degree in Archaeology.
Ireland	None specified
Netherlands	None specified.
Slovakia	None specified.
Slovenia	University Graduate in Archaeology.
United Kingdom	None specified

Table 10. Official requirements for an administrative post in Archaeology (e.g. in national or regional government, city archaeologist, etc.)

Summary

We are a long way from a universally recognised system of qualifications in the European Union which allows correlation of degrees between countries. The major problems for Archaeology are:

- 1: The lack of a First Degree in Archaeology in some countries.
- 2: The differences in the legal definition of an archaeologist (or the lack of such a legal status).
- 3: The different aims of university degrees in the content of courses and the way in which they are examined, leading to variation in the acceptability of diplomas in other countries or institutions (e.g. to change courses).
- 4: The differing structures in the way in which Field Archaeology, especially excavations, are organised, and the personnel taking part.
- 5: Differences in the nature of the Doctorate and Habilitation.

The adoption of the Bologna structure potentially will make movement easier, mainly at the Masters level, but less so at the Bachelor level where tightly defined curricula mean students should stay at their home university for the duration of the course (in the United Kingdom no-one advocates a 'National Curriculum' for Archaeology, as has been suggested in some other disciplines, and this would be even less acceptable at a European level). The major limiting factor is the cost of a degree, and students will tend to stay in their home country if tuition is free and there are grants available towards living costs, something rarely available if they study in another country, or, in Germany, even in another *Land*. On the other hand an important positive factor for interchange is the relatively small scale of the archaeology profession, which leads to extensive personal contacts across Europe which facilitates exchanges at various levels.

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