CIfA Q QUALIFICATIONS

End-point assessment for historic environment apprenticeships

Guidance for apprentices

Archaeological Specialist level 7

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The purpose of this guide

This guide is for apprentices who are undergoing their end-point assessment (EPA) for the apprenticeship standard listed below:

- **Archaeological specialist level 7**

Inside, you'll find information on how the EPA process works, including the different assessment methods used and the assessment and grading criteria that will be applied.

Your key contacts at CIfA Qualifications are the assessment centre manager and head of professional development, as detailed below:

Head of Professional Development	**Kate Geary** Kate.geary@archaeologists.net t. 0118 3048517 m. 07788 912097
Assessment Centre Manager	**Amanda Wood** assessment@archaeologists.net t. 0118 304 8516

Amanda is the main point the point of contact at CIfA Qualifications. Please direct all queries to:
assessment@archaeologists.net

Two assessment methods

Professional discussion

A professional discussion about the work that you've carried out during your apprenticeship, supported by your portfolio of evidence.

The assessor scrutinises portfolio evidence that the apprentice has compiled during their apprenticeship and then uses this to lead a professional discussion (120 mins) with the apprentice.

Project

A report and a question & answer discussion about a project that you've carried out during the end-point assessment window.

The assessor assesses the report and then uses this to lead a question and answer discussion (30 mins) with the apprentice.

Assessment criteria

During your assessments, assessors will use set assessment criteria to help them reach a decision about your competence. These assessment criteria focus on what you know, the skills you have and how you behave at work. They are referred to as:

- **knowledge**
- **skills**
- **behaviours**

(These are often called KSBs)

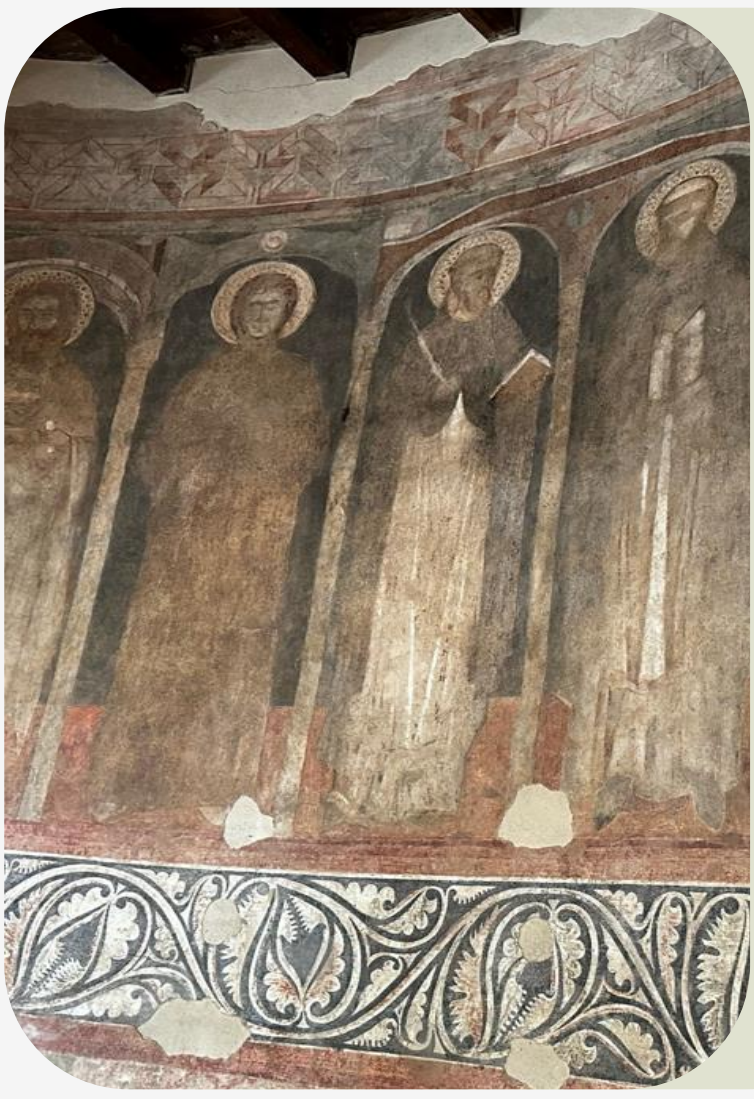
Each KSB is assessed only once so it will appear either in the project assessment, *or* the professional discussion. No KSBs are repeatedly assessed.

- Professional discussion KSBs are listed on page 15
- Project KSBs are listed on page 27

The KSBs are listed in full in the appendices of this guide.

In addition, your assessor will then use grading criteria to decide on which grade to award.

- Professional discussion grading criteria are listed on page 16
- Project grading criteria are listed on page 28



The overarching process

Project proposal submission and approval
This is submitted to CIfA Qualifications for approval. The project must link clearly to the knowledge, skills and behaviours in the apprenticeship standard.

Gateway
This triggers the start of the end-point assessment process. The apprentice is ready for assessment, their project proposal is approved and their portfolio of evidence is complete.

Project work starts
The apprentice begins work on their project, as agreed in the project proposal.

EPA timeline
CIfA Qualifications devises a bespoke timeline for the apprentice and this is agreed with the apprentice and their assessor.

Portfolio review and assessment plan
The assessor reviews the evidence in the apprentice's portfolio and draws up an assessment plan which is shared with the apprentice.

Professional discussion
The assessor leads a two-hour discussion on the apprentice's work during their apprenticeship. Both refer to the portfolio of evidence throughout.

Project submission
The candidate submits a completed project report, with appendices, to CIfA Qualifications. This is assessed by the assessor

Project Q&A
The assessor leads a 30 minute interview with the apprentice about the project

Results and window for any necessary re-assessment
CIfA Qualifications conducts internal quality assurance and issues results to the apprentice and training provider

Starting the assessment process - gateway

The decision as to whether you are ready to undergo end-point assessment and complete your apprenticeship, will be a combined decision made by you, your employer and your training provider. The decision will be informed by a discussion between all three parties which will check that you have covered all the essential parts of your learning programme and ensure that you are confident and happy to proceed.

There are also other requirements that must be met before you can begin your EPA; these are listed below:

The apprentice must:

- hold Maths at level two (GCSE or equivalent)
- hold English at level two (GCSE or equivalent)
- **have completed a portfolio of evidence that is ready for submission**
- **have had their project proposal approved by CIfA Qualifications**
- understand the requirements of the project and professional discussion
- have read and understood the process for requesting reasonable adjustments
- completed a reasonable adjustments request form, if appropriate
- be aware of the process for any re-assessment (see apprentice FAQs in this document)
- be aware of the complaints and appeals processes, along with their employer

CIfA Qualifications policies and processes

We operated a variety of policies and processes that support access to fair assessment. Some of these are listed below. All can be found at:
https://www.archaeologists.net/cifaqualifications/policies

- Reasonable adjustments policy
- Form to request a reasonable adjustment
- Form to log an appeal against a reasonable adjustment decision
- Minimising bias policy
- Malpractice and maladministration policy and process
- Form to report malpractice and/or maladministration
- Appeal against an assessment decision process
- Form to log an appeal against an assessment decision
- Special consideration policy
- Form to apply for special consideration
- Form to log an appeal against a special consideration decision
- Complaints process
- Form to log a complaint

Please note that this list is not exhaustive.

Professional discussion and portfolio

The **professional discussion is** about the work that you have carried out during your apprenticeship, supported by your portfolio of evidence. The portfolio of evidence is not formally assessed and it not part of the grading process.
The assessor scrutinises the portfolio evidence that you have compiled during your apprenticeship and then uses this to lead a professional discussion.

The professional discussion

The professional discussion is a formal, structured conversation between you and your assessor. Typically, these take place remotely over Teams.

This assessment takes place over two hours and consists of a two-way discussion structured around questions posed by the assessor. These are taken from a question bank and are a combination of open, competency-based questions and factual questions. The content of the questions is informed by the work in the portfolio and the assessor expects you to give examples from your portfolio to support your answers.

Questioning will cover the following areas, and is likely to cover the KSBs detailed below:

- Professional judgement and ethics *B6*
- Continuing professional development *B1*
- Health & safety and compliance issues *K7*
- Archaeological theory and practice *K1, K2, K3*
- Specialist archaeological knowledge related to area of practice of the apprentice *K1, K2, K3, B2, S3*
- Technical skills *S3, S4*
- Analysis and interpretation of data *K3, S3*
- Protocols and policies of workplace *K6, S6, S9*
- Working relationships *B4, B2, S6, S9*
- Public engagement *K9, B4, B5*

The assessor will pitch questions to stimulate a two-way discussion to encourage you to describe your experiences and work. For example:
'Tell me about the work you carried out on X: how did you approach it and what were the results?'
They will also ask factual questions like '*What are the relevant technical standards for X*' or '*What are the main sources of information for Y*'

The professional discussion - ctd

Note that the evidence in the portfolio is not part of the formal assessment process. During the professional discussion, the assessor will asses **your performance in the discussion** supported by the evidence portfolio. They will do this against the relevant KSBs and grading criteria for the professional discussion assessment and you can find these on pages 15-18 of this document.

The portfolio

The role of the portfolio

While the portfolio is not formally assessed and graded, it is a key part of the assessment process as it underpins the formal professional discussion assessment. A successful outcome in the professional discussion is not possible without a high-quality portfolio. So, while it isn't part of the formal assessment process, it is a vital part of your end-point assessment; assessors pay close scrutiny to portfolio evidence and you are expected to refer to your portfolio throughout the professional discussion.

This method of utilising evidence (which reflects work carried out during your training period) is a national requirement set by the Department for Education, rather than individual industry sectors.

The standards the portfolio needs to meet

When evaluating your portfolio for EPA readiness, you will need to ensure that evidence meets all the requirements of the relevant KSB standards. Assessors use portfolios to plan the professional discussion assessments and expect you to refer to all aspects of your job role. You may also wish to refer to the grading criteria which sets the standard for pass and distinction awards.

Specific requirements

Evidence must be drawn from at least two contrasting projects which you have worked on during the apprenticeship. Contrasting means that the projects must show variation in the site type, period, area, material type or preservation state studied.

There must be sufficient evidence in the portfolio to meet all the relevant KSBs. The portfolio is expected to contain:

- KSB mapping document
- Product evidence: project or assessment reports, surveys, drawings, results of analysis
- Witness testimonies from colleagues, clients or senior managers
- Evidence of communications
- Images or videos of work undertaken
- Case studies which include critical evaluation

Ensure that your portfolio contains a clear mapping document which shows how the KSBs map to the evidence you're presenting.

Evidence requirements: the portfolio

Portfolio format

Portfolios are typically in digital format and **google drive** is the preferred platform. However, this is a preference and other platforms are acceptable provided they are fit-for-purpose.

Authenticity and confidentiality

Your portfolio must include a signed statement verifying that evidence relates to your own work. Where you have been involved in collaborative work, you must clearly identify which elements have been carried out by you and which are the work of other team members.
All information shared with CIfA Qualifications is treated as confidential.

Include clear mapping documentation

There is no definitive format for mapping evidence. However, you must organise your evidence so that it is clearly referenced and mapped against relevant KSBs. High quality evidence will meet more than one criterion and all evidence must be mapped. If evidence can't be mapped, it won't be relevant.
A mapping template is available from CIfA Qualifications. Contact assessment@archaeologists.net to request this.

Examples of evidence types:

1. **An index or contents page** clearly setting out the contents of the portfolio, with each item numbered.
2. **Work products;** for example, written reports, emails, minutes of meetings examples of project documentation, transcripts of tasks, spreadsheets, plans, illustrations, results of data analysis.
3. **Case studies;** for example, written or recorded descriptions of professional activities.
4. **Personal statements:** non-reflective statements and accounts that demonstrate knowledge and/or skills and/or behaviours.
5. **Training products** such as certificates and training materials.
6. **Formal training and development records** such as personal development plans, training plans, learning agreements, CPD logs.
7. **Supplementary evidence** such as images, video or audio recordings
8. **Witness testimonies** relating to the occupational duties as well as the KSBs.
9. **Authenticity statement/s** (as mentioned above)
10. **Performance/progress review documents**, such as those between an apprentice and their line manager

Quality not quantity

Assessors look for high-quality evidence that meets the relevant standards; a well-constructed portfolio with fewer pieces of evidence that can cover a multitude of standards will demonstrate that you understand the holistic nature of your role. It can be helpful to think 'quality, not quantity' when compiling your evidence.

Evidence requirements: the portfolio

We asked one of our assessors: what makes 'good' evidence?

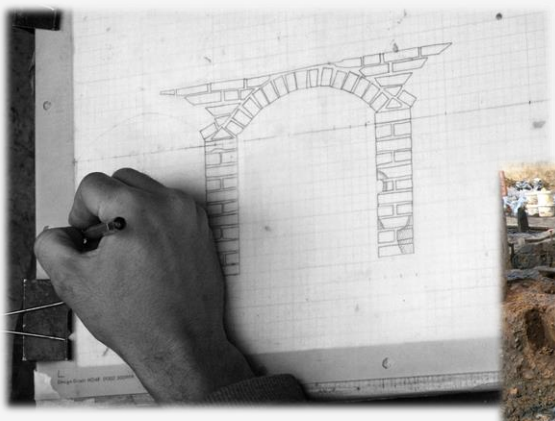
In terms of portfolio evidence – 'good' evidence will be work products that clearly demonstrate competence against the KSBs. That probably sounds rather obvious! But, encouraging apprentices to clearly articulate to someone else (perhaps their line manager, or tutor – or fellow students) *how* the work product they have included matches the relevant KSBs is a really useful exercise. Good evidence is also clear when it comes to differentiating between what the apprentice has done themselves and what was done by other people – they can include the products of collaborative work but it should be clear who's done what.

Good evidence also works hard – in the sense that it covers a range of KSBs. A good portfolio does not contain absolutely everything that the apprentice has done; well-chosen, hard-working evidence will be clearer to an assessor and will help them to plan the assessment. For the same reason, structuring and indexing evidence is really important; not only does it help the assessor, it can *really* help the apprentice during the discussion. They are expected to refer to their portfolio throughout the whole discussion, so a well indexed portfolio, with focused evidence that meets a number of KSBs, is a really good way to go!

For every piece of evidence that's included, apprentices should be clear about ***why*** it's there and ***how*** it demonstrates competence. The guidance for apprentices we have circulated includes examples of the sorts of products they might want to include in their portfolios – but they definitely don't have to include an example of everything on the list!

It's also worth remembering that the portfolio should only contain evidence from the period of the apprenticeship – if they are undertaking the apprenticeship alongside an existing role which generates relevant evidence, that's fine.

I've recently reviewed an excellent portfolio. It was really clearly set out, and there were four key work products that I could structure the professional discussion around and be confident that the apprentice would have the opportunity to demonstrate their competence and show that they'd met all the KSBs.



Process for the professional discussion assessment

Portfolio submission
The apprentice submits their portfolio of evidence (at the gateway stage).

↓

Portfolio review and assessment plan
The assessor scrutinises the evidence in the portfolio and uses this to draw up an assessment plan.

↓

Assessor shares assessment plan with apprentice
The assessment plan lists particular evidence that the assessor plans to focus on during the professional discussion. The plan is not exhaustive but it can help an apprentice to prepare.

↓

Professional discussion date agreed
CIfA Qualifications will liaise with the assessor and apprentice to arrange a date that suits both parties. Typically, professional discussions take place online.

↓

Professional discussion
The assessor leads a discussion based on the work evidenced in the portfolio

Please see the separate section **timeline: end-point assessment** for timescales associated with this process.

Professional discussion KSBs

KSB code	KSB statement
Knowledge	
K1	How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.
K2	Methods of archaeological investigation, how and why archaeological materials/ data are recovered
K3	Relevant primary and secondary data and sources relating to Archaeology
K6	Requirements of formal publication, including standards for writing, editing and style
K7	Fundamentals of relevant health and safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.
K9	Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them
Skills	
S3	Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately
S4	Select, secure, check and calibrate suitable equipment and reference resources
S6	Work effectively both independently and within a team
S9	Ability to employ supervisory techniques effectively
Behaviours	
B1	Be receptive to feedback, commit to quality and continuous professional development, including independent learning
B2	Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance
B4	Work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue
B5	Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public
B6	Apply an awareness of professional judgement and ethical behaviour. Be sensitive to and aware of the cultural, historic and spiritual context of objects and structures

Professional discussion – grading criteria

Work area	Pass grade descriptors	
All KSB criteria must be passed in order for a pass to be given overall. To achieve this level, the apprentice must demonstrate that they can:		
Professional judgement and ethics	P1	Describe the underpinning principles of the profession, outlining codes of practice and ethics and can describe how these are applicable to their area of work *B6*
Continuing professional development	P2	Discuss the limits of their own understanding and are able to explain where they might seek additional advice *B1*
Health & safety and compliance issues	P3	Evaluate how to work appropriately and safely with reference to workplace policies and guidance *K7*
Archaeological theory and practice	P4	Discuss new theory and practice within area of specialism *K1, K2, K3, B1*
Specialist archaeological Knowledge related to area of practice of the apprentice	P5	Outline the current practice within their area of work, describing their methods and application to their work *K1, K2, K3, B2*
Technical skills	P6	Demonstrate ability to operate and maintain equipment and reference resources necessary to their area of specialism *S3, S4*
Analysis and interpretation of data	P7	Analysis of the importance of managing data effectively and the role of primary and secondary reference resources for their area of specialism *K3, S3*

Professional discussion – grading criteria (ctd)

Work area	Pass grade descriptors	
Protocols and policies of the workplace	P8	Discuss the requirements for formal publication and that they are able to meet them *K6*
	P9	Describe the processes of managing a project with reference to the steps they have taken in their work. Apprentice is able to articulate the steps they undertook to plan and monitor the project *K9, B2, S6, S9*
	P10	Recognise and explain when projects are complex and non-routine, and can articulate how they might approach such projects, identifying how they have sought additional information as required *S6, S9, B1, B2*
Working relationships	P11	Provide support *or* supervision to others, *or* has overseen the running of projects *S6, S9, B4*
Public engagement	P12	Demonstrate ability to communicate effectively on a topic with both professional colleagues, peers and members of the public *K9, B4, B5*

Professional discussion – grading criteria (ctd)

Distinction grade descriptors

To achieve a distinction, all criteria must be met at the distinction level. The apprentice must demonstrate that they can:

D1	Describe an example of excellent supervisory techniques *K7, S9, B1, B2, B6*
D2	Evaluate how their understanding of the wider context of their specialism enables them to work to achieve greater public value *K1, K3, S3, S6*
D3	Analyse how they would use new techniques and theoretical and methodological perspectives to address problematic areas within a project *K2, S4*
D4	Explain how they would improve communication with colleagues, stakeholders or the public to enhance the professional and public benefit of a project *K6, K9, B4, B5*

Fail grade descriptors

Fails to provide evidence of meeting all of the knowledge, skills and behaviour criteria.

Occupational duties

The KSBs reflect the competences of the role of an archaeological specialist; they also cover 15 occupational duties which are key aspects to the role.
It is good practice to review your portfolio before submission to make sure that your evidence reflects how you have carried out each of the duties listed below:

Duty
Duty 1 Plan, lead and conduct archaeological research and investigation programmes and tasks of all complexities and sizes, including creating Written Schemes of Investigation/ Research Designs for archaeological projects, and accessing and applying knowledge of primary and secondary data relevant to the project. Archaeological research and investigation may comprise surveys, excavation, post-excavation analysis and scientific analysis of archaeological materials and data, including electronic and spatial (such as GIS) data.
Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding.
Duty 3 Provide specialist advice and resources to colleagues and external stakeholders, using specialist knowledge to address problems and plan tasks of all sizes and complexities.
Duty 4 Apply current academic research, theoretical knowledge and research agendas to the relevant archaeological specialism, in order to solve problems, initiate change and develop archaeological research frameworks and agendas.
Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area.
Duty 6 Collect and record archaeological materials/ data, including electronic and spatial data, to high standards.
Duty 7 Analyse archaeological materials/data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge.
Duty 8 Process, store and prepare archaeological materials/ data for long-term deposition.
Duty 9 Plan, produce, and supervise the production of, reports and publications to high standards.
Duty 10 Communicate results of research and investigation to specialist and non-specialist audiences.

Duty
Duty 11 Be responsible for quality assurance for archaeological investigation and research projects of all sizes and complexities.
Duty 12 Be compliant, and where necessary responsible for, health and safety for archaeological research and investigation programmes, including where specialist knowledge is required.
Duty 13 Supervise and train others in archaeological research and investigation.
Duty 14 Maintain their own, and others, compliance with legislation and codes of practice relevant to the archaeological specialism.
Duty 15 Contribute to and initiate advances in the historic environment body of knowledge and practice, including participation in specialist networks and peer groups.

The project and Q&A

The project focuses on how you have applied the principles and skills developed during your apprenticeship. It is a live piece of work and takes place during the EPA window. It culminates in a report, supported by appendices, which your assessor uses to grade your performance against the project KSBs.
The assessor then leads a Q&A conversation about your role in the project and this completes the assessment.

The report should be 5000 words +/- 10%, not including appendices, and provide an outline of the project from inception through to completion. It should include relevant images, data tables, graphs and diagrams.

You will have a maximum of 109 working days (five months) to complete the project. Project proposals must be approved by CIfA Qualifications prior to gateway: this is done through completing a CIfA Q **project proposal form.**

The project should a real piece of work that you carry out for your employer and it must give you the opportunity to demonstrate your competence against all the relevant KSBs. The report that you produce must be new piece of work; however, it could build upon a pre-existing dataset. (For example, it may comprise an analysis of an existing, previously excavated pottery assemblage, or an archive collection held in a museum.)

While the project is agreed between you, your employer and CIfA Qualifications, you will ultimately decide what the project will be. You will need to ensure that the project:

- is of sufficient depth to cover the KSBs
- is not being formally assessed as part of a different assessment process
- can be completed within five months
- meets the needs of the business
- is relevant to your role
- is a genuine piece of work and subject to your employer's expected standards and quality

Example project titles could include:

- Comparison of geophysical survey techniques on different geologies [specify geologies in question]
- Usewear analysis of Roman mortaria from Mancetter
- An investigation of the use of morphometrics in understanding the cereal from Medieval West Cotton

Your employer will be responsible for supervising the project and making sure that you have sufficient time and the necessary resources to plan and undertake the project. You should take the lead in delivering the project, but expert support, supervision and assistance should be available to you where required

Report format

The report should follow your employer's house style. The maximum word count is 5000 +/- 10%, not including appendices. As a minimum the project report must include the following sections:

Mapping document: Which shows how the project meets the relevant KSBs. **Note that the mapping included below is indicative only.**

Summary: Provide a brief outline of the report and the work presented.

Introduction: Outline relevant background information such as the type of site, landscape, material or assemblage being studied, how it was recovered, and the location of the archive. Summarise previous work and explain what lead to the current research and the circumstances for this project.

Aims: Explain the aims of the research undertaken and the purpose of the work.

Methods: Describe the approaches, methods and procedures used to procure the results and explain and justify why these were selected. This section should also include consideration of health and safety risks and their mitigation and a discussion of relevant policy frameworks and professional standards.
KSB Assessed: K1, K4, K7, K8, B6, B7

Results: Describe and present the results of the analysis, including, where relevant, data tables, survey plans or plots and illustrations.
KSB Assessed: S1, S2, S7

Discussion: Discuss and interpret the results and their significance demonstrating a sound knowledge of current thinking and research, and with reference to regional and national research frameworks.
KSB Assessed: K5, S8, B3

Conclusion: Restate the aims of the work and summarise the results, and the preferred interpretation of those results, outlining the significance of the work and any recommendations for further research.

Evaluation: Reflect on the success of the project, the methodological approach and any lessons learned.
KSB Assessed: S5, S8, B3

Signed statement
When the project is submitted, the employer and apprentice must include a signed statement to verify that the submitted work is that of the apprentice and that it is not being formally assessed through any other assessment process. (typed/e-signatures are accepted).

Question and answer assessment

The **question and answer assessment** follows submission of the project report and lasts for 30 minutes. This is an opportunity for the assessor to clarify aspects of the report and for you to provide supporting information, particularly about how you planned the project and managed the work you undertook. The assessor will want to get a better understanding of how you approached the project, how it turned out and how you dealt with any problems you experienced, or with any unexpected results.

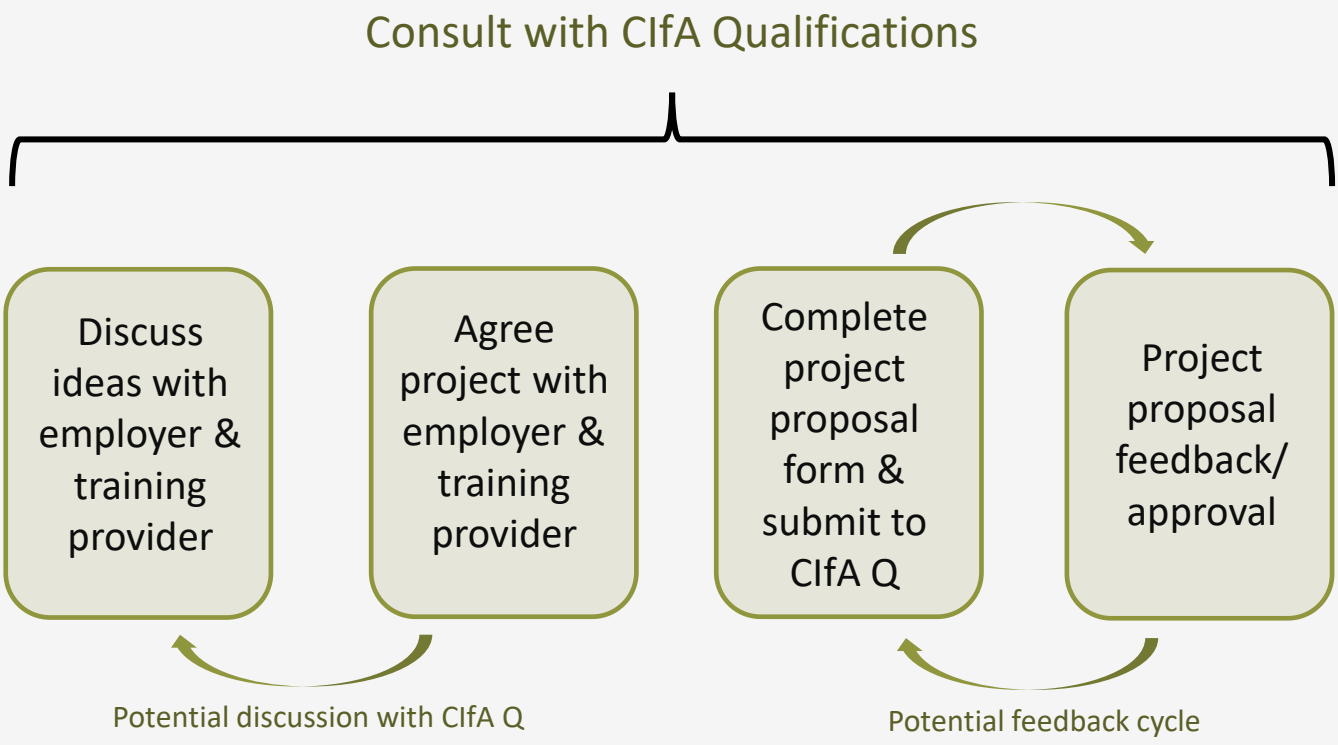
Typically, these are held online.

The project proposal

You will need to start thinking about your project proposal in plenty of time before you reach gateway. It is a requirement of gateway that your project proposal is approved by CIfA Qualifications. As the proposal itself is not part of the formal assessment process, we are able to discuss this with you, and offer feedback, pr

CIfA Qualifications has an approvals system in place in order to help ensure that projects will offer enough scope for you to meet the relevant KSBs. Rather than get to a late stage in the EPA window and find out that the project work won't cover all the KSBs, the proposal is submitted to us at CIfA Qualifications so that we can evaluate its likelihood for generating the right kind of assessment evidence.

The visual below illustrates the activity that needs to take place *before* gateway:



Consulting with CIfA Qualifications
You may wish to run some ideas by us informally, or you may wish for a more formal meeting that involves your employer and/or training provider. We're happy for you to consult in a way that suits you.
However, it is important that you do this early enough before you're ready for gateway so that there's enough time for any discussion, and for you to make any amendments to your proposal.
Please get in touch at assessment@archaeologist.net

The project proposal form

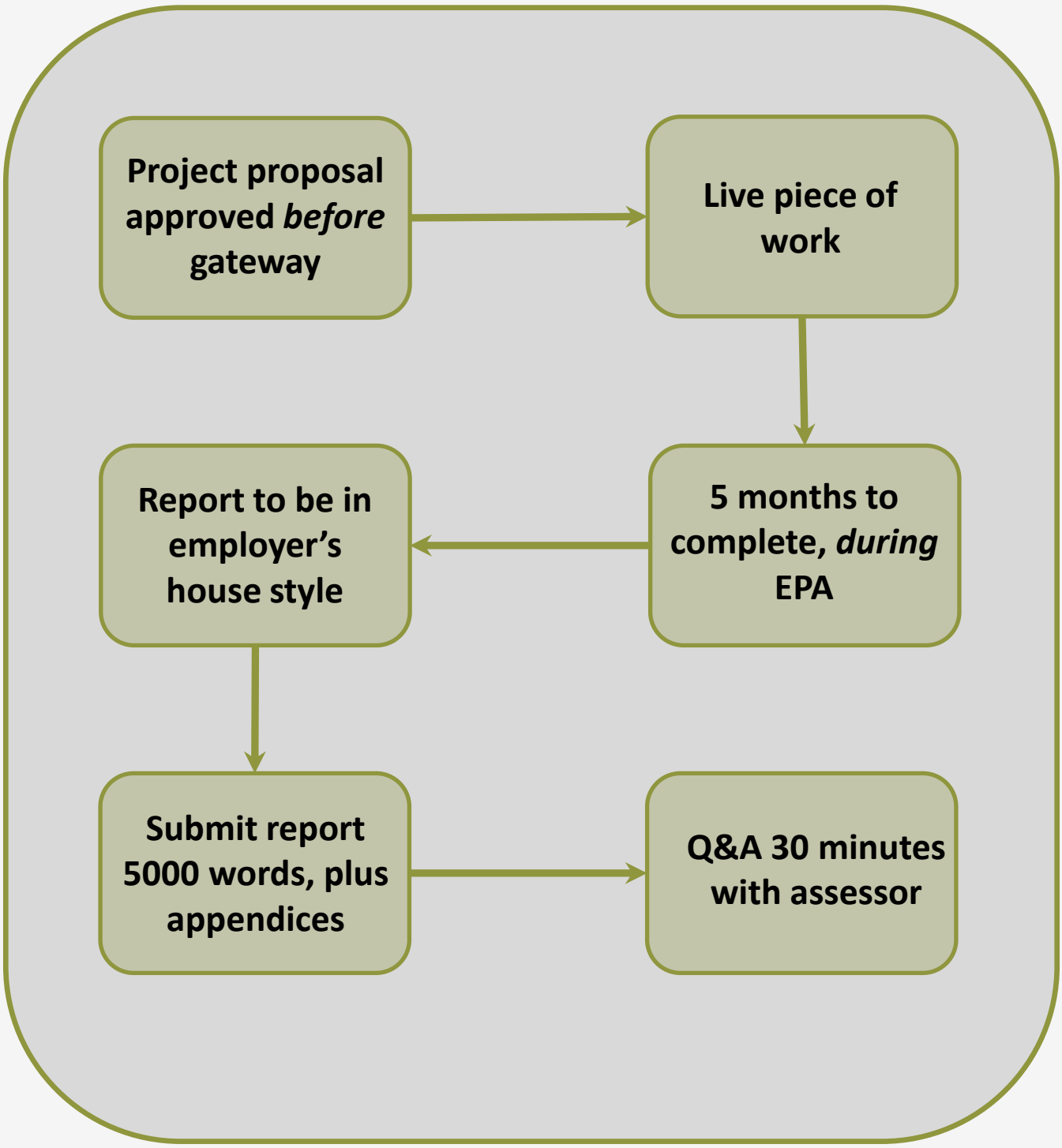
You'll need to complete a project proposal form and submit it to CIfA Qualifications and it's advisable to allow time for feedback and amendments to the proposal. The proposal fields are below:

Proposal form fields
Project name The name of the project: eg 'Survey of X' or 'Analysis and report on Y'
Project start date Some flexibility, but this must be withing five working days of the EPA beginning
Driver Outline why the project is happening at this time
Purpose Outline the aims and research objectives of the project, referencing regional research frameworks where relevant
Project lead This will be the apprentice
Project team List any others who will be involved, and their roles
End users Who will use the results of this work?
Stakeholders Who may be impacted by the work?
Project description Ad description of how you intend to undertake the project and what you will produce (eg, project report, survey and interpretation, analysis of an assemblage, updated project design)
Project impact What difference will the project make?

Declaration

You and your employer will also need to declare that your proposed project work is not being formally assessed through any other assessment process.

In summary


Project proposal approved *before* gateway
Live piece of work
5 months to complete, *during* EPA
Report to be in employer's house style
Submit report 5000 words, plus appendices
Q&A 30 minutes with assessor

The project KSB standards

KSB code	KSB statement
Knowledge	
K4	Understanding of how established techniques and methodologies can be practically employed in the research area of their specialism, and how they are used to create and interpret knowledge.
K5	Critical awareness of current academic research within the specialism, and regional, national and international research agendas
K8	Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials

KSB code	KSB statement
Skills	
S1	Research, access and apply relevant primary and secondary data relating to archaeology
S2	Contextualise and synthesise data and results within relevant frameworks
S5	Evaluate the relevance of research methodologies, techniques and background information to the investigation in question
S7	Work accurately and efficiently to conduct work to high standards within defined project objectives
S8	Communicate clearly and effectively through written documentation

KSB code	KSB statement
Behaviours	
B3	Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks
B7	Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work

Project and Q&A – grading criteria

Pass grade descriptors	
All KSB criteria must be passed in order for a pass to be given overall. To achieve this level, the apprentice must demonstrate that they can:	
P1	Articulate the significance of sites *or* materials *or* assemblages they are researching and how this might influence analysis and decision making *K1, S2*
P2	Outline the underpinning theory, current academic research and broad research agendas related to their area of work, demonstrating how they undertake investigation to support their initial assessment *K4, K5, S2, S5*
P3	Evaluate their own ability to think independently and exercise professional judgement to plan and problem-solve when faced with complex tasks *B3*
P4	Describe the wider context in which their work is carried out in relation to other stakeholders *B6*
P5	Provide advice and guidance to colleagues and stakeholders within their area of specialism *B3*
P6	Demonstrate technical capability to undertake research and analysis to the required professional standard *K4, S1, S7*
P7	Complete and maintain records to an appropriate standard and demonstrate how they have detailed the resources and materials required to undertake a project within their documentation *S1, S7, S8*
P8	Explain the key workplace health and safety policies and describe how they adhere to these *K7, B7*
P9	Describes with an example how to work effectively to meet deadlines and are able to communicate the progress of their work to colleagues *S7, S8*
P10	Show an awareness of professional judgement and ethical behaviour, including being sensitive to the cultural, historic and spiritual context of their work *B6*

Project and Q&A – grading criteria (ctd)

Pass grade descriptors	
P11	Critically evaluate their knowledge of, and ability to work within, the legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials *K8*

Project and Q&A – grading criteria (ctd)

Distinction grade descriptors

To achieve a distinction, all criteria must be met at the distinction level. The apprentice must demonstrate that they can:

D1	Explain how they would reformulate the management of a project responding to delays, or unforeseen impacts on their work, including complex projects with multiple interacting factors *K7, S7, B3, B7*
D2	Research and synthesize complex ideas and be responsible for putting them into practice *K1, S2, B6*
D3	Evaluate the impact of new techniques and theoretical and methodological perspectives and explain how these might be developed and applied *K4, K5, S5*
D4	Complete and maintain records in line with professional standards, effectively identifying the rationale for the information being provided and its value for future work within a broad context *K8, S1, S8*

Fail grade descriptors

Fails to provide evidence of meeting all of the knowledge, skills and behaviour criteria.

Detailed map of the assessment process

Step 1

Project proposal agreed
The apprentice, their manager, the training provider and CIfA Qualifications all agree the project proposal.

Apprentice focus
CIfA Qualifications needs to approve your project proposal *before* you enter gateway. It's a good idea to do this well before gateway so you've time to incorporate any feedback.

Step 2

Gateway
The apprentice, their manager and the training provider agree that the apprentice is ready to undergo the end-point assessment process.

Apprentice focus
The gateway stage is where all the final checks are made to ensure that you're ready to undergo the end-point assessments. Your portfolio will be complete and your project proposal will be approved.

Step 3

Portfolio submission
The training provider submits the link to the apprentice's portfolio at gateway. This showcases work they've completed during the programme. The assessor reviews this and draws up an assessment plan.

Apprentice focus
Your assessor will review your portfolio and decide which evidence to utilise for the professional discussion. They will put this information into an assessment plan which is then shared with you, so you'll be able to see which specific areas the assessor would like to focus on.

Step 4

Introductory meeting: apprentice and assessor
CIfA Qualifications arranges a meeting between the apprentice and the assessor as an ice-breaker. This is **not** part of the assessment process.

Apprentice focus
CIfA Qualifications arranges an introductory meeting between you and your assessor. This is not an assessment! This is a meeting to learn a bit more about each other's professional background and to break the ice.

Detailed map of the assessment process

Step 5

Scheduling
CIfA Qualifications draws up a timetable for assessment activity which is agreed by the apprentice and the assessor

Apprentice focus
While there are parameters for when assessment activity must be undertaken, there is some latitude in exactly when your assessments take place.
See the page 'end-point assessment timeline' for further information on this.

Step 6

Project activity
The apprentice carries out their project work and compiles their report

Apprentice focus
You will have five months to complete your project. Your report should follow your employer's house-style and the maximum word count is 5000, not including appendices. The appendices must include a referencing document which shows how the project meets the relevant KSBs.

Step 7

Project report submission
The apprentice submits their project report, with appendices, to CIfA Qualifications.

Apprentice focus
Your assessor will assess your report and also use this as the basis for the 30 minute question and answer assessment.
See the pages on the project activity and report for detailed guidance on this.

Step 8

Professional discussion (120 minutes)
The apprentice and the assessor meet on a one-to-one basis. The assessor will structure the discussion around 15 primary questions informed by the portfolio evidence.

Apprentice focus
Your assessor will have planned this discussion very carefully to ensure that you are given the best opportunity to meet all of the KSB standards. Note that they are assessing your responses during the discussion and not your portfolio.
See the section on the professional discussion for detailed guidance on this.

Detailed map of the assessment process

Step 9

Project question and answer session (30 minutes)
The assessor questions the apprentice based on the content of the project report. This consists of a minimum of 6 questions.

Apprentice focus
Again, your assessor will have prepared their questions carefully and will be assessing you against all the relevant KSB standards.

Step 10

Grading, reporting and internal quality assurance.
The assessment decisions generate a grade. There are three grades: distinction, pass and fail. These decisions are then internally quality assured by CIfA Qualifications.

Apprentice focus
Your assessor will use specific grade criteria to reach a judgement on which grade to award. *See appendices for detailed information on the grade criteria and how grades are calculated.*

Professional discussion

20 working days after gateway	Assessor reviews portfolio, devises assessment plan and shares this with the apprentice
Within a further 10 working days	Apprentice reviews assessment plan and raises any queries with CIfA Q
Within a further 30 working days	Window for professional discussion opens. It is recommended that the discussion takes place within 30 working days*

CIfA Qualifications will draw up a bespoke timeline for your end-point assessment to ensure that it meets with the requirements above.

* While it is advisable for the professional discussion to take place within 30 working days, there is some flexibility with this where needed.

Project and Q&A

Within 4 working days of gateway	Apprentice begins work on the project
Within a further 105 working days (5 months)	Apprentice submits report with appendices
Within a further 7 working days	Q&A assessment

Frequently asked questions

All EPA policies are available at:
https://www.archaeologists.net/cifaqualifications/policies

1.	**Can I bring materials into my assessments?** Yes. Of course, you'll want to make sure that you don't bring in so much information that it becomes difficult to manage but, equally, the assessments aren't a memory test.
2.	**Who attends the assessment meetings?** These are between you and your assessor. A member of CIfA Qualifications usually organises these but will not attend the assessment meeting itself. **Please note: assessment meetings are recorded.** This is so that assessment decisions can be verified and internal and external quality assurance can be carried out.
3.	**When do I get my assessment results?** Results are issued within the EPA window
4.	**I've been awarded a pass, but I think I deserved a distinction. Can I appeal?** Yes you can appeal assessment decisions using the appeals process. All our policies and processes can be found at: https://www.archaeologists.net/cifaqualifications/policies
5.	**How does re-assessment work if I've been awarded a fail?** In the event of an apprentice being awarded a fail grade at any KSB, the assessor and internal quality assurer will decide whether further training is needed before the apprentice is re-assessed. • Where further learning is needed: the assessment is classed as a • **re-take** • Where no further learning is needed: the assessment is classed as a **re-sit** Re-takes and re-sits will have different timeframes and processes and so are arranged on a case-by-case basis.

Frequently asked questions - ctd

6.	**What if I'm ill during the end-point assessment window and miss a deadline or an assessment?** We treat each case of illness on a case-by-case basis, and we also operate a special consideration policy Details of our special consideration policy can be found at: https://www.archaeologists.net/cifaqualifications/policies
7.	**Will I get feedback at the end of my assessments?** Not immediately. Just like traditional exams at school, there is a time period between the assessment taking place and results being issued. This is so that CIfA Qualifications can carry out its quality assurance on the assessments. Every assessor's work is scrutinised to ensure that assessment is robust and that it focuses properly on the relevant standards. CIfA Qualifications emails apprentices their results; this mail details the grade for each assessment component and includes bespoke assessor feedback for each apprentice.

About CIfA Qualifications

CIfA Qualifications is part of the Chartered Institute for Archaeologists (CIfA) and is the recognised end-point assessment organisation for the level 4 Historic Environment Advice Assistant qualification. It is a specialised, micro end-point assessment organisation with a remit to serve the heritage sector. This fits into the CIfA wider strategy of supporting apprenticeships across the industry.

"CIfA is the leading professional body representing archaeologists working in the UK and overseas. We promote high professional standards and strong ethics in archaeological practice, to maximise the benefits that archaeologists bring to society. We are the authoritative and effective voice for archaeologists, bringing recognition and respect to our profession."

The end-point assessment service seeks to ensure that standards of professionalism are developed and maintained, as well as to support employers in offering a high-quality qualification and a well-respected route into the industry.

CIfA assessors and verifiers

All CIfA Qualifications assessors and verifiers belong to the CIfA professional body. All CIfA members are bound by the code of conduct and policies and standards of the institute which emphasise members' duty to adhere to professional and ethical standards.

CIfA offers three grades of professional accreditation: the highest grade is Member.

- Practitioner (PCIfA)
- Associate (ACIfA)
- Member (MCIfA)

All CIfA assessors and verifiers are accredited at Member level. This means that they have demonstrated that they have the archaeological and/or heritage skills, competence and understanding in their professional field to meet the required standards at Member level.

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Appendix 1: how overall grades are calculated

Overall EPA grading

Apprentices must pass both assessment methods in order to achieve an overall pass. A distinction must be achieved in both assessment methods for an overall distinction to be awarded. Both assessment methods have equal weighting in the overall grade.

Grading Template:
Grades from each component should be combined in the following way to determine the overall grade of the end-point assessment.

Professional discussion	Project	Overall grade
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Fail	Fail
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Appendix 2: KSB summary

Project	PD
K4	K1
K5	K2
K8	K3
	K6
	K7
	K9
S1	S3
S2	S4
S5	S6
S7	S9
S8	
B3	B1
B7	B2
	B4
	B5
	B6

Appendix 3: KSB standards in full

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.	Professional discussion supported by portfolio
K2	Methods of archaeological investigation, how and why archaeological materials/ data are recovered	Professional discussion supported by portfolio
K3	Relevant primary and secondary data and sources relating to Archaeology	Professional discussion supported by portfolio
K4	Understanding of how established techniques and methodologies can be practically employed in the research area of their specialism, and how they are used to create and interpret knowledge.	Project with Q&A
K5	Critical awareness of current academic research within the specialism, and regional, national and international research agendas	Project with Q&A
K6	Requirements of formal publication, including standards for writing, editing and style	Professional discussion supported by portfolio
K7	Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.	Professional discussion supported by portfolio
K8	Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials	Project with Q&A
K9	Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them	Professional discussion supported by portfolio
Skills		
S1	Research, access and apply relevant primary and secondary data relating to archaeology	Project with Q&A
S2	Contextualise and synthesise data and results within relevant frameworks	Project with Q&A
S3	Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.	Professional discussion supported by portfolio

Appendix 3: KSB standards in full

KSB code	KSB statement	Methods mapped against
Knowledge		
Skills – ctd		
S4	Select, secure, check and calibrate suitable equipment and reference resources	Professional discussion supported by portfolio
S5	Evaluate the relevance of research methodologies, techniques and background information to the investigation in question	Project with Q&A
S6	Work effectively both independently and within a team	Professional discussion supported by portfolio
S7	Work accurately and efficiently to conduct work to high standards within defined project objectives	Project with Q&A
S8	Communicate clearly and effectively through written documentation	Project with Q&A
S9	Ability to employ supervisory techniques effectively	Professional discussion supported by portfolio
Behaviours		
B1	Be receptive to feedback, commit to quality and continuous professional development, including independent learning.	Professional discussion supported by portfolio
B2	Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance	Professional discussion supported by portfolio
B3	Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks	Project with Q&A
B4	Work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue	Professional discussion supported by portfolio
B5	Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public	Professional discussion supported by portfolio
B6	Apply an awareness of professional judgement and ethical behaviour. Be sensitive to and aware of the cultural, historic and spiritual context of objects and structures	Professional discussion supported by portfolio
B7	Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work	Project with Q&A

Professional discussion – grading criteria

Work area	Pass grade descriptors	
All KSB criteria must be passed in order for a pass to be given overall. To achieve this level, the apprentice must demonstrate that they can:		
Professional judgement and ethics	P1	Describe the underpinning principles of the profession, outlining codes of practice and ethics and can describe how these are applicable to their area of work *B6*
Continuing professional development	P2	Discuss the limits of their own understanding and are able to explain where they might seek additional advice *B1*
Health & safety and compliance issues	P3	Evaluate how to work appropriately and safely with reference to workplace policies and guidance *K7*
Archaeological theory and practice	P4	Discuss new theory and practice within area of specialism *K1, K2, K3, B1*
Specialist archaeological Knowledge related to area of practice of the apprentice	P5	Outline the current practice within their area of work, describing their methods and application to their work *K1, K2, K3, B2*
Technical skills	P6	Demonstrate ability to operate and maintain equipment and reference resources necessary to their area of specialism *S3, S4*
Analysis and interpretation of data	P7	Analysis of the importance of managing data effectively and the role of primary and secondary reference resources for their area of specialism *K3, S3*

Professional discussion – grading criteria (ctd)

Work area	Pass grade descriptors	
Protocols and policies of the workplace	P8	Discuss the requirements for formal publication and that they are able to meet them *K6*
	P9	Describe the processes of managing a project with reference to the steps they have taken in their work. Apprentice is able to articulate the steps they undertook to plan and monitor the project *K9, B2, S6, S9*
	P10	Recognise and explain when projects are complex and non-routine, and can articulate how they might approach such projects, identifying how they have sought additional information as required *S6, S9, B1, B2*
Working relationships	P11	Provide support *or* supervision to others, *or* has overseen the running of projects *S6, S9, B4*
Public engagement	P12	Demonstrate ability to communicate effectively on a topic with both professional colleagues, peers and members of the public *K9, B4, B5*

Professional discussion – grading criteria (ctd)

Distinction grade descriptors

To achieve a distinction, all criteria must be met at the distinction level. The apprentice must demonstrate that they can:

D1	Describe an example of excellent supervisory techniques *K7, S9, B1, B2, B6*
D2	Evaluate how their understanding of the wider context of their specialism enables them to work to achieve greater public value *K1, K3, S3, S6*
D3	Analyse how they would use new techniques and theoretical and methodological perspectives to address problematic areas within a project *K2, S4*
D4	Explain how they would improve communication with colleagues, stakeholders or the public to enhance the professional and public benefit of a project *K6, K9, B4, B5*

Fail grade descriptors

Fails to provide evidence of meeting all of the knowledge, skills and behaviour criteria.

Project and Q&A – grading criteria

Pass grade descriptors	
All KSB criteria must be passed in order for a pass to be given overall. To achieve this level, the apprentice must demonstrate that they can:	
P1	Articulate the significance of sites *or* materials *or* assemblages they are researching and how this might influence analysis and decision making *K1, S2*
P2	Outline the underpinning theory, current academic research and broad research agendas related to their area of work, demonstrating how they undertake investigation to support their initial assessment *K4, K5, S2, S5*
P3	Evaluate their own ability to think independently and exercise professional judgement to plan and problem-solve when faced with complex tasks *B3*
P4	Describe the wider context in which their work is carried out in relation to other stakeholders *B6*
P5	Provide advice and guidance to colleagues and stakeholders within their area of specialism *B3*
P6	Demonstrate technical capability to undertake research and analysis to the required professional standard *K4, S1, S7*
P7	Complete and maintain records to an appropriate standard and demonstrate how they have detailed the resources and materials required to undertake a project within their documentation *S1, S7, S8*
P8	Explain the key workplace health and safety policies and describe how they adhere to these *K7, B7*
P9	Describes with an example how to work effectively to meet deadlines and are able to communicate the progress of their work to colleagues *S7, S8*
P10	Show an awareness of professional judgement and ethical behaviour, including being sensitive to the cultural, historic and spiritual context of their work *B6*

Project and Q&A – grading criteria (ctd)

Pass grade descriptors - ctd	
P11	Critically evaluate their knowledge of, and ability to work within, the legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials *K8*

Project and Q&A – grading criteria (ctd)

Distinction grade descriptors

To achieve a distinction, all criteria must be met at the distinction level. The apprentice must demonstrate that they can:

D1	Explain how they would reformulate the management of a project responding to delays, or unforeseen impacts on their work, including complex projects with multiple interacting factors *K7, S7, B3, B7*
D2	Research and synthesize complex ideas and be responsible for putting them into practice *K1, S2, B6*
D3	Evaluate the impact of new techniques and theoretical and methodological perspectives and explain how these might be developed and applied *K4, K5, S5*
D4	Complete and maintain records in line with professional standards, effectively identifying the rationale for the information being provided and its value for future work within a broad context *K8, S1, S8*

Fail grade descriptors

Fails to provide evidence of meeting all of the knowledge, skills and behaviour criteria.