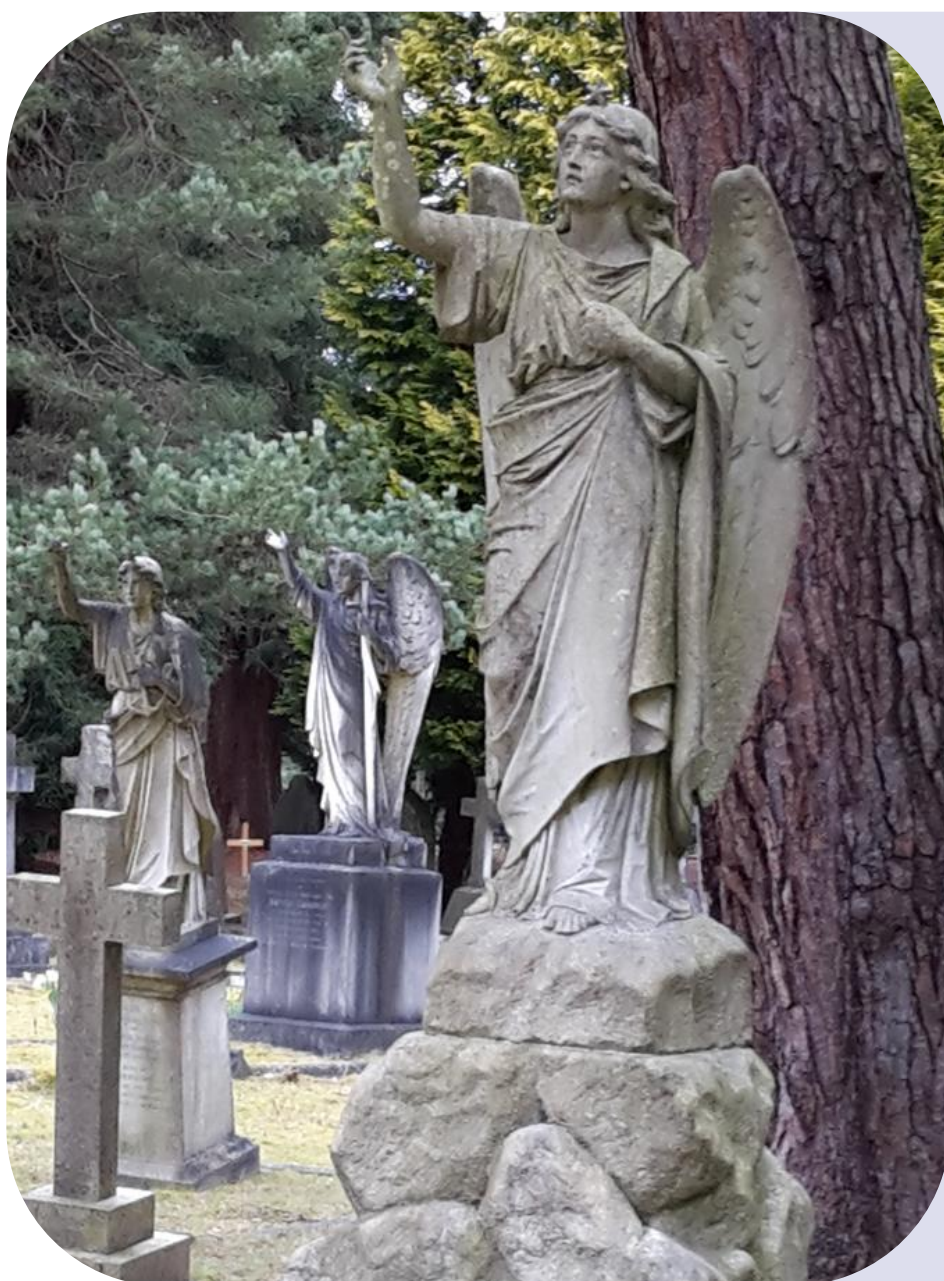


End-point assessment for historic environment apprenticeships

Guidance for apprentices

Archaeological specialist level 7 Project-specific guide



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Background – why this assessment?

All apprenticeship qualifications in England have been developed by employer-led organisations known as ‘trailblazer groups’. These groups developed the standards of competence that are used to assess apprentices (covering knowledge, skills and behaviours, and known as KSBs).

In addition, they have developed assessment plans which set out how all assessment must be delivered. Only regulated end-point assessment organisations are allowed to deliver apprenticeship assessments and they must follow all the rules laid out in assessment plans (as illustrated below).

The assessment requirements described in this document all stem from the assessment plan for this qualification which can be found here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/st0769-v1-0>

Employer-led ‘trailblazer groups’ set the standards and rules for assessment

The standards (KSBs) are used to assess apprentices.
The assessment plans set out the rules for delivering assessment

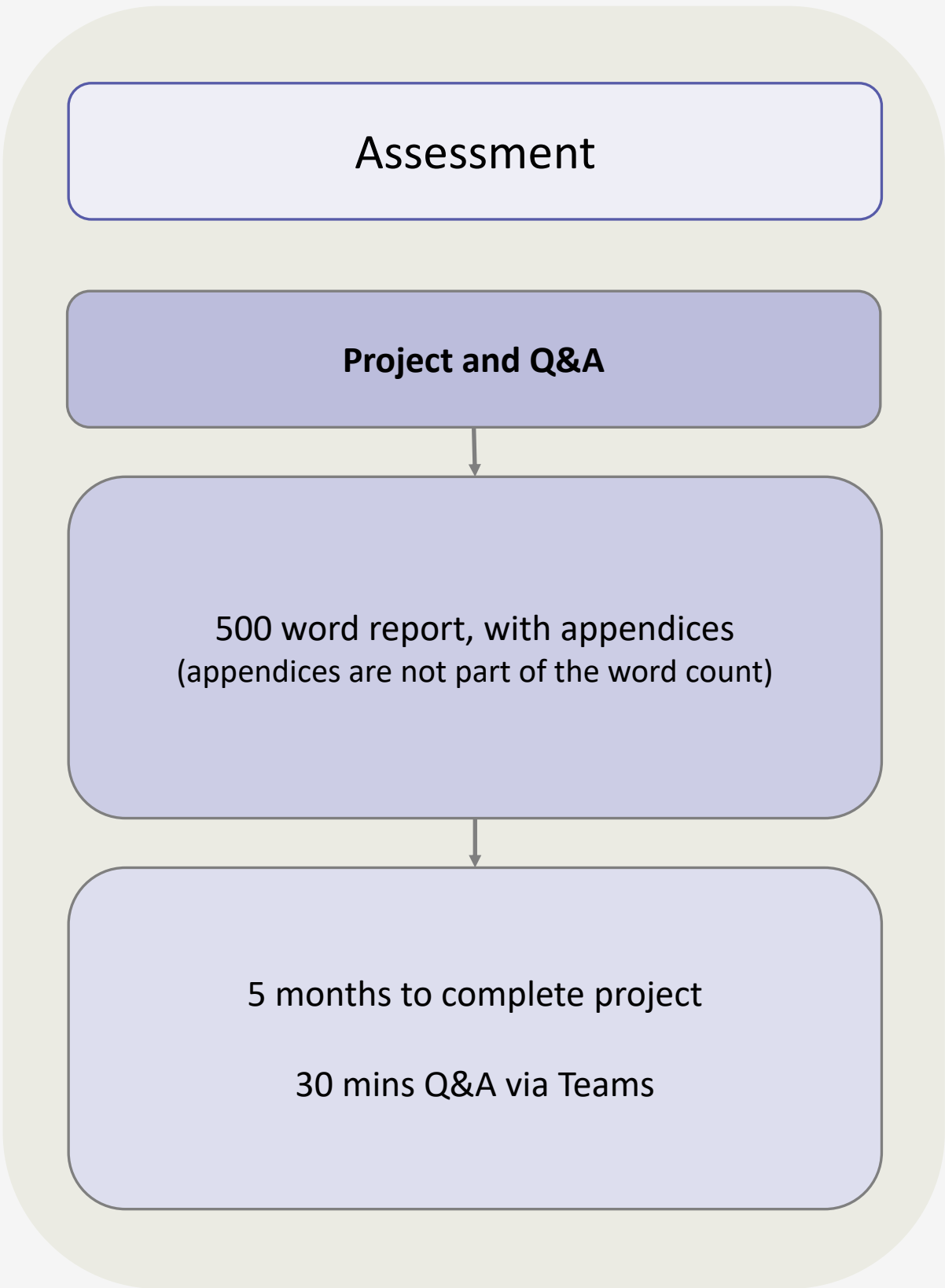
End-point assessment organisations (EPAOs) have to abide by the rules in assessment plans. CfAQ has to deliver assessment as set out in the assessment plan for this qualification.

All EPAOs are regulated by Ofqual, the qualifications regulator, which ensures that assessment plans are adhered to.

Purpose of this guide and assessment methods

The purpose of this guide

This guide is to give specific guidance and advice on the project component of the end-point assessment for the level 7 archaeological specialist master's degree apprenticeship.



Project assessment process

Project proposal

The apprentice and employer scrutinise the project KSBs and agree the project work. This must:

- allow scope for demonstration of competence against all the KSBs
- be a genuine piece of work that is conducted on behalf of the employer, and subject to the employer's expected standards and quality



Project approval

The apprentice submits their project proposal to ClfAQ for approval.

Note that ClfAQ is able to provide advice and guidance at this stage as the project proposal is not part of the formal assessment process.



Project work

The apprentice works on the project for about five months.



Report submission to ClfAQ

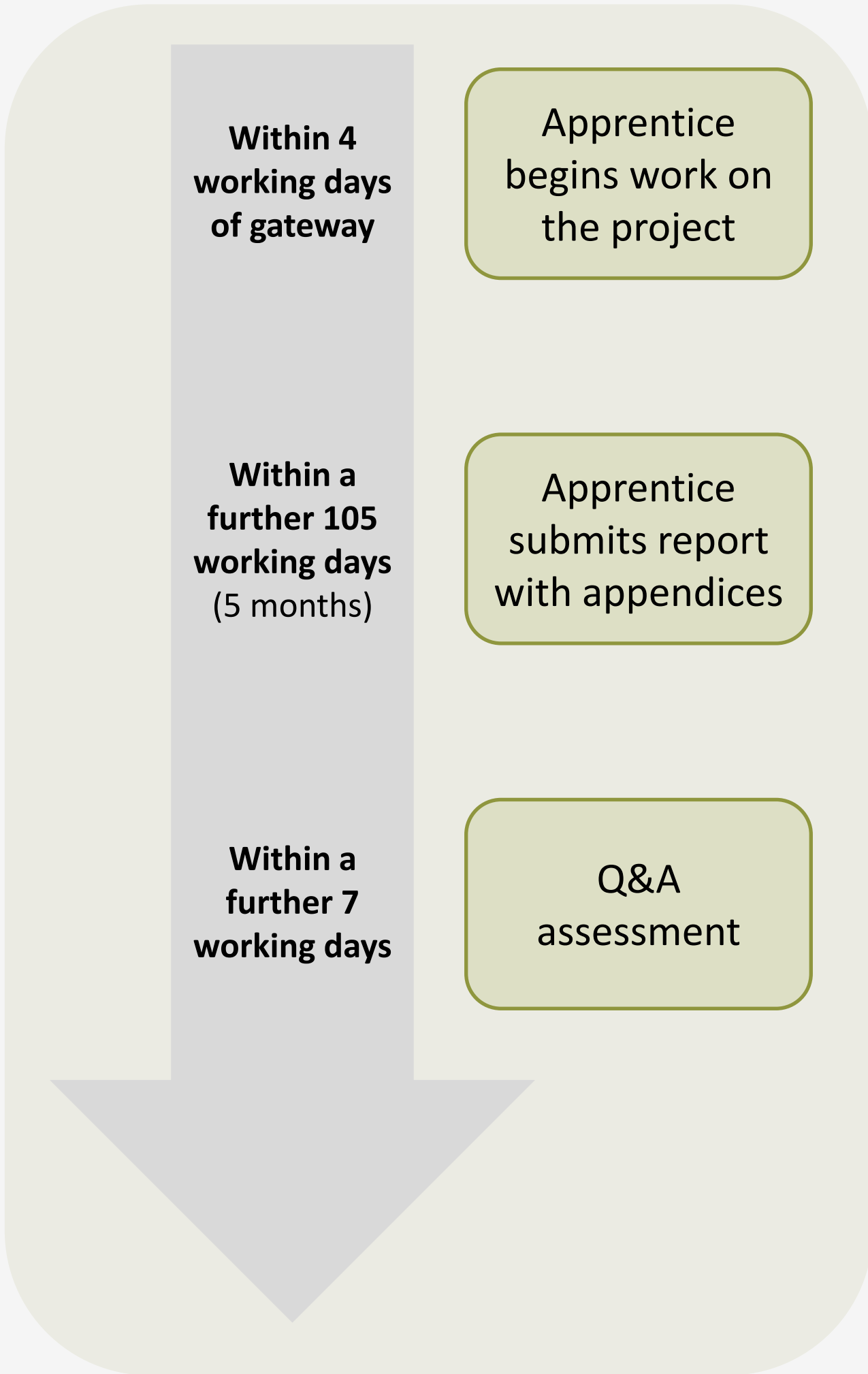
The apprentice submits their project report, with appendices.



Assessment

ClfAQ assesses the report, conducts a 30 minute Q&A assessment and then awards a grade.

Timeline



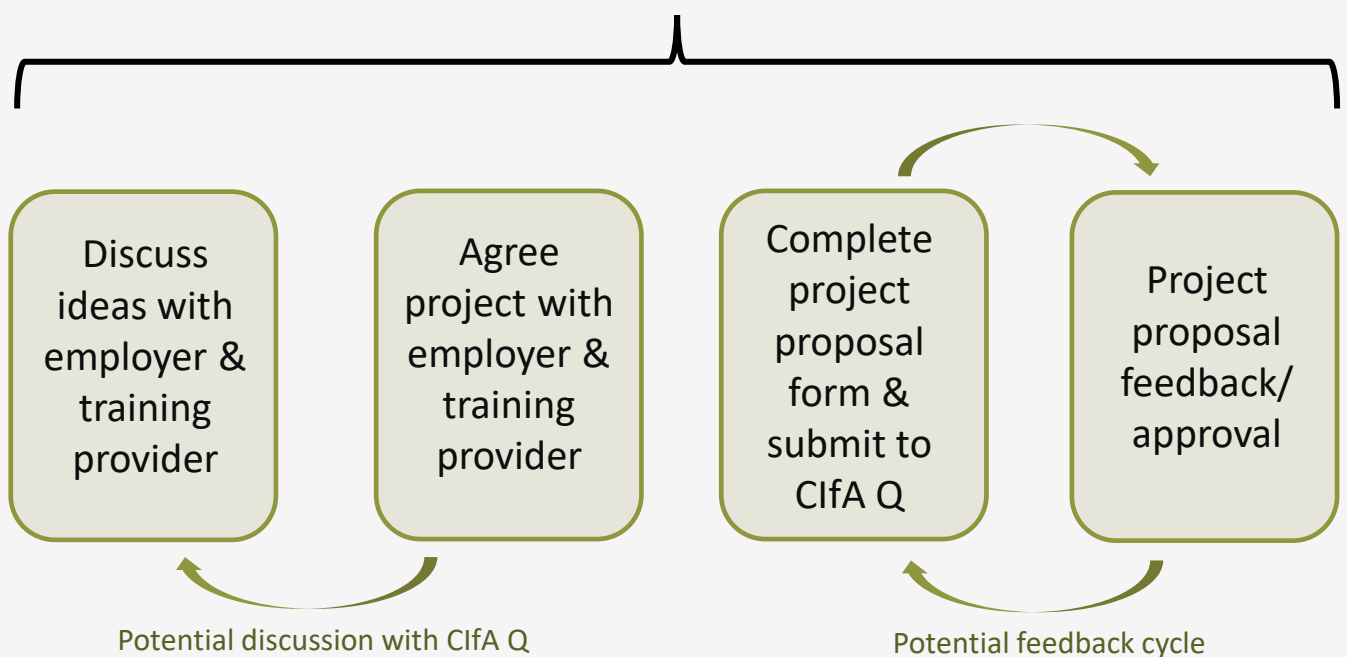
The project proposal

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 ClfA Qualifications. As the proposal itself is not part of the formal assessment process, we are able to discuss this with you, and offer feedback.

ClfA 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 ClfA 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:

Consult with ClfA Qualifications



Consulting with ClfA 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 proposal form

You'll need to complete the project proposal form and submit it to ClfA 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 within four 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 is 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

Add a 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.

Choosing a suitable project – key pointers

A quick word about the assessment plan for this apprenticeship...

As outlined earlier in this document, all apprenticeship assessments must follow the rules set out in the published assessment plans for each qualification. These specify which assessment methods must be used, how long assessments must take and how outcomes will be graded. **Therefore, our advice and practice must conform to the assessment plan for this qualification.**

This can be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/st0769-v1-0>

Where's a good place to start?

A good starting point is to look through the KSBs that are assessed by the project (page 14 of this document) and think about what kind of work you might be doing in the future that would demonstrate competence against those.

It's a good idea to start thinking about your project well in advance so that it's on your radar as your workflow develops. And it's a very good idea to have a back-up plan just in case your original project can't be carried out due to factors beyond your control.

Can it be more than one project?

It doesn't have to be a single project if that doesn't fit with your workflow; it could be different areas of work, as long as they can be synthesised into the set report structure. For example, you could focus on assemblages across a range of different projects that could be reported on in an holistic way.

Choosing a suitable project – key pointers

Is there any flexibility with the timescales with the project duration?

Note that you're not assessed on how long the project takes – the timescales in the assessment plan are there to give an indication of the scope of the project and to help ensure that you have opportunity to meet the KSBs. The plan doesn't stipulate that you work solidly on this project and nothing else for five months (but it will form a substantial part of your work).

The assessment will concentrate on whether the KSBs have been met. These focus on being able to plan a project and how you might respond to unexpected results or changes in circumstances, and how you manage those. You will also need to demonstrate that you understand the techniques and methodologies in your area of specialism along with general skills such as communication, working to standards and working within defined project objectives.

Is there any flexibility with the report deadline?

The assessment plan dictates the deadline date for the report and that is not flexible.

Please note though, if there are circumstances beyond your control that mean you may miss the deadline, do talk to us. We have formal processes in place that may mean we can make a special consideration to your assessment. Details on our special consideration process and policy can be found here:

<https://www.archaeologists.net/cifaqualifications/policies>

Look through the report headings

These are on page 15 of this document and will illustrate the content that you'll need to include.

Talk to us at ClfAQ!

Do take us up on the offer to talk through your project proposals; we're very happy to discuss how they could enable you to meet the KSBs - more than once if that's helpful!

Your project proposal is not part of the formal assessment, and it's perfectly ok to amend it as often as needs be!

Contact us at:

assessment@archaeology.net

The project

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 105 working days (five months) to complete the project. Project proposals must be approved by ClfA Qualifications prior to gateway: this is done through completing a ClfA Q **project proposal form**.

The project should be 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 a 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 ClfA 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

Employer support

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

Q&A 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.

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.

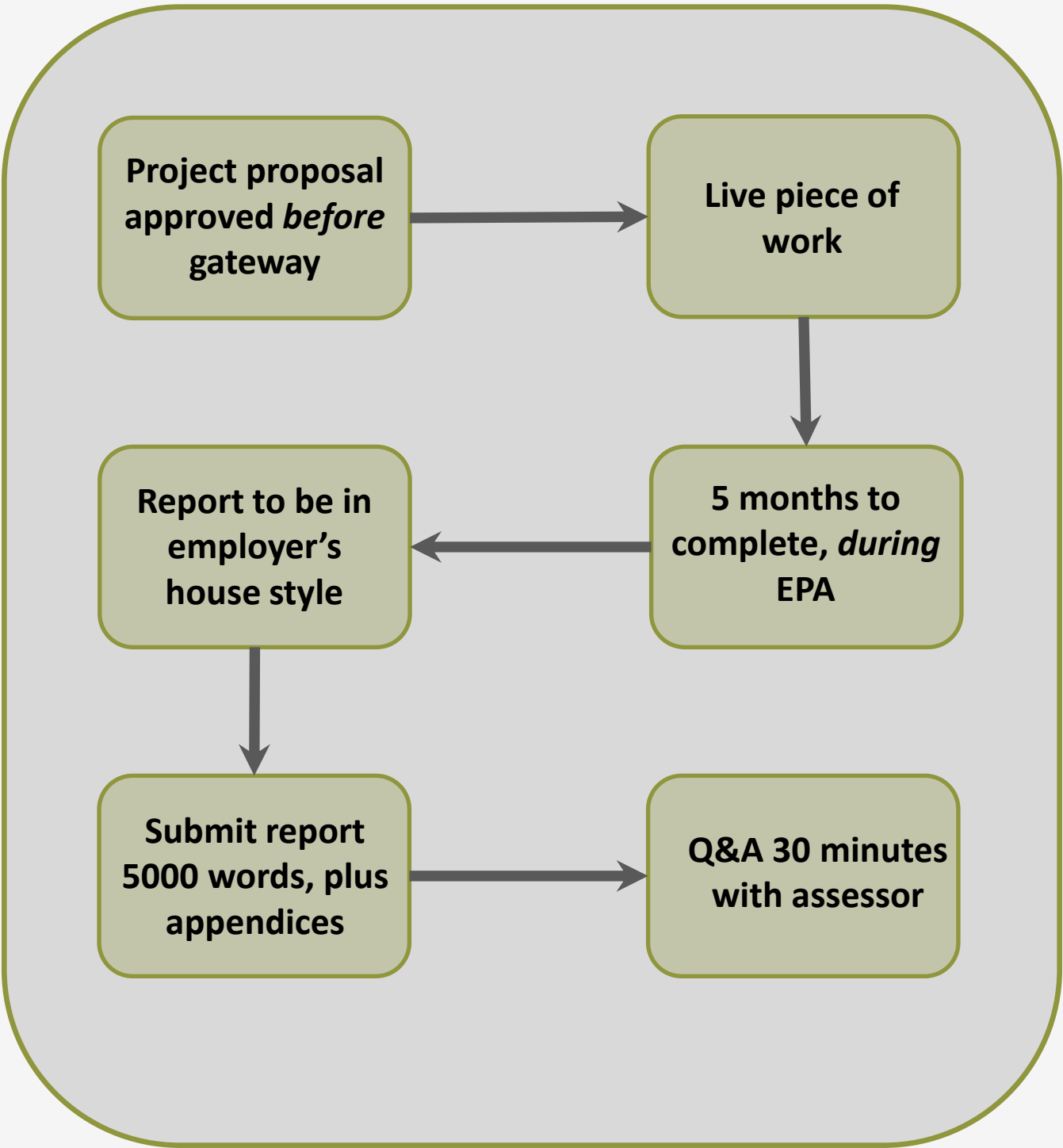
Evaluation: Reflect on the success of the project, the methodological approach and any lessons learned.

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).

In summary



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Appendix one: 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 <i>or</i> materials <i>or</i> assemblages they are researching and how this might influence analysis and decision making <i>K1, S2</i>
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 <i>K4, K5, S2, S5</i>
P3	Evaluate their own ability to think independently and exercise professional judgement to plan and problem-solve when faced with complex tasks <i>B3</i>
P4	Describe the wider context in which their work is carried out in relation to other stakeholders <i>B6</i>
P5	Provide advice and guidance to colleagues and stakeholders within their area of specialism <i>B3</i>
P6	Demonstrate technical capability to undertake research and analysis to the required professional standard <i>K4, S1, S7</i>
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 <i>S1, S7, S8</i>
P8	Explain the key workplace health and safety policies and describe how they adhere to these <i>K7, B7</i>
P9	Describes with an example how to work effectively to meet deadlines and are able to communicate the progress of their work to colleagues <i>S7, S8</i>
P10	Show an awareness of professional judgement and ethical behaviour, including being sensitive to the cultural, historic and spiritual context of their work <i>B6</i>

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 <i>K8</i>
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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 <i>K7, S7, B3, B7</i>
D2	Research and synthesize complex ideas and be responsible for putting them into practice <i>K1, S2, B6</i>
D3	Evaluate the impact of new techniques and theoretical and methodological perspectives and explain how these might be developed and applied <i>K4, K5, S5</i>
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 <i>K8, S1, S8</i>

Fail grade descriptors

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

Appendix three: 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

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 ClfA 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 <u>further learning is needed</u>: the assessment is classed as a re-take • Where <u>no further learning is needed</u>: 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 ClfA 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. ClfA Qualifications emails apprentices their results; this mail details the grade for each assessment component and includes bespoke assessor feedback for each apprentice.

Appendix five: ClfAQ policies and processes

ClfA Qualifications policies and processes

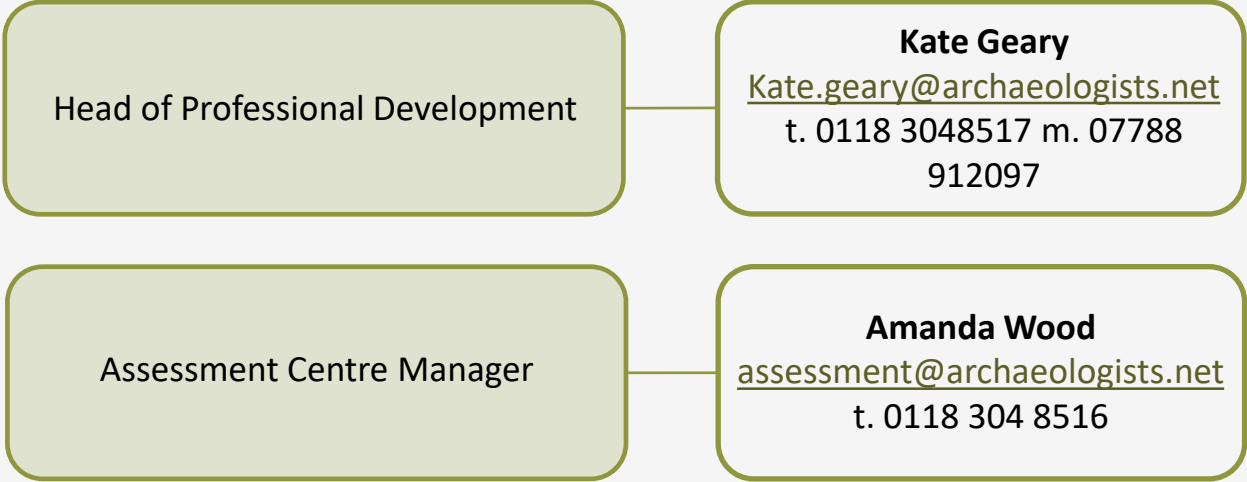
We operated a variety of policies and processes that support access to fair assessment. Some of these are listed below. All can be found at:

<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.

Appendix six: key contacts at ClfAQ



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



About ClfA Qualifications

ClfA Qualifications is part of the Chartered Institute for Archaeologists (ClfA) and is the recognised end-point assessment organisation for historic environment apprenticeships. It is a specialised, micro end-point assessment organisation with a remit to serve the heritage sector. This fits into the ClfA wider strategy of supporting apprenticeships across the industry.

“ClfA 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.

ClfA assessors and verifiers

All ClfA Qualifications assessors and verifiers belong to the ClfA professional body. All ClfA 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.

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

- Practitioner (PClfA)
- Associate (AClfA)
- Member (MClfA)

All ClfA 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.