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BISHOP GROSSETESTE UNIVERSITY

Archaeological Specialist Apprenticeship

Short Programme Title	Archaeological Specialist Apprenticeship
Version	1.0
Programme Type	Degree Apprenticeships
Category	Non-integrated EPA (Degree)

Awards
No Programme Award Assigned

Programme code	ARCHSPC_1.0
No. of Semesters	6
FHEQ Level	Level 7
QAA Subject Benchmark	Archaeology (2022 MA)
Credit Points	180
CATS credit value (ECTS credit value)	90
Semester Duration	15 Week(s)
Effective Date	2024 September

Programme Dates
No dates assigned

Lead Subject Area	Archaeology
Programme Leader(s)	Kelly Fisher, Derwin Gregory

Teaching Responsibility	
Subject Area	*Percentage*
Archaeology	100

External Regulatory Classifications (i.e. HECoS)

The minimum number of external regulatory classifications Codes allowed is 1.

The maximum number of external regulatory classifications Codes allowed is 3.

Code	Title	CAH3 Code	Cost Center Code	Cost Center Title	Percentage

100299	archaeology	20-01-03	126		Archaeology	100%
					Total	100%

Professional Body

Professional Body	Recognition Status	Effective From	Expiry date of PSRB Approval	Date of last PSRB approval/accreditation	Professional Bodies	Contact Person	Evidence	Location	Outcome of last PSRB approval /accreditation
Institute for Apprenticeships and Technical Education - Archaeological Specialist Apprenticeship	Active	01/05 /2024	01/05/2029	11/07/2019			Status: Approved for delivery Level: 7 Degree: non-integrated degree Reference: ST0769 Version: 1.0 Date updated: 25/03/2021 Approved for delivery: 11 July 2019 Route: Creative and design Typical duration to gateway: 36 months (this does not include EPA period) Maximum funding: £15000 LARS Code: 484 EQA Provider: Ofqual		

QAA Subject Benchmarks Description	Subject Benchmark statement for Archaeology (QAA 2022) has been used in designing the Module and Programme Outcomes: **https://www.qaa.ac.uk/docs/qaa/sbs/sbs-archaeology-22.pdf?sfvrsn=e2b1dc81_6** The Higher Education in Apprenticeships Characteristics Statement, written by the Higher Education in Apprenticeships Advisory Groups and published by the QAA in 2019 has also been used as a reference point in developing this programme. **https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-in-apprenticeships-characteristics-statement.pdf?sfvrsn=1438a081_6** The Master's Degree Characteristics Statement (QAA 2020) has also been consulted in designing the MA Field Archaeology that drives the Archaeological Specialist Apprenticeship. The Archaeological Specialist Apprenticeship is classified as Category 3: Professional or practice master's degree' as the Apprenticeship 'provide[s] development opportunities related to particular professions or employment settings' (QAA 2020, 6). The QAA Master's Degree Characteristics Statement specifies that Category 3 master's degrees 'require entrants to be engaged in particular professions as a condition of entry to the course' (QAA 2020, 6). Programmes of this nature 'often attract entrants with a bachelor's degree with honours or equivalent, or experience that may or may not be directly relevant to the particular profession. Entrants may have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the course' (QAA 2020, 6).

	https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10
	The Archaeological Specialist Apprenticeship is a forward-thinking apprenticeship standard, developed by a group of employers, led by Historic England and the Chartered Institute for Archaeologists.

External Code (UTT and UCAS)	**Code**	**Type**

Programme Collaborations
No collaborations listed

Other Programme Requisites
No other requisites listed

Semester per Year - Pick 1 Calendar	Calendar B

Programme Specific Admission Requirements	There are no formal entry requirements for this apprenticeship although an initial assessment will take place to ensure the apprenticeship is the most appropriate training programme for the individual and employer. Candidates will need to be resident in the UK and in employment (with at least 50% of the working hours in England). Individual employers will set the selection criteria for their Apprenticeship and employment role.
	As a guide, candidates might have A Levels (or equivalent) or existing relevant level 3 qualifications. It is also expected that candidates will have achieved an undergraduate degree in a related subject. Other relevant qualifications or prior experience may also be considered as an alternative alongside consideration of the suitability of the role being undertaken and the opportunities to develop and apply the required knowledge, skills and behaviours.
	Typically, candidates will also have achieved qualifications in English and mathematics at a minimum of level 2 or equivalent (GCSE grade A*/9- C/4), and also demonstrate Information Communication Technology (ICT) skills at this level. Where approved English and Maths qualifications are not held, the Education and Skills Funding Agency (ESFA) funds apprentices to achieve qualifications in English and/or Maths to level 2 if they do not already meet the minimum requirements. These can be delivered through our designated Apprenticeship Support Officers alongside the apprenticeship and will need to be achieved prior to entering Gateway.
	There are no upper age restrictions, although all apprentices must be aged over 18 as a minimum.
	Applications for this programme can only be made through the sponsoring employer.

Each employer must:

- Identify learners that may be suitable for the Archaeological Specialist Apprenticeship;
- Ensure the learner is undertaking real work which is productive and gives learners opportunities to access develop, practice, and evidence knowledge and skills to meet the Standard;
- Allow the learner to attend external off-the-job training and assessment as part of their paid working hours;
- Take part in quarterly reviews and a formal annual review with BGU to review the learner's progress;
- Liaise with the BGU regarding the end-point assessment and ensure employer participation in the panel;
- Be expected to employ a learner for the full duration of their apprenticeship;
- (In most cases) be expected to employ a learner for at least 30 hours per week.

Prior to start, the Student Recruitment office will undertake eligibility checks and skills diagnostic for entry to study at the appropriate level.

Further information and requirements are outline by the Institute for Apprenticeships and Technical Education.

The aims of the Archaeological Specialist Apprenticeship are to:

- provide archaeologists with a work-based route to developing professional competence;
- upskill the existing archaeological workforce;
- support less skilled archaeologists entering the archaeological sector;
- provide the archaeological sector a work-based training programme to support the development of their staff.

The aim of the Archaeological Specialist Apprenticeship to provide a work-based route to upskill and support archaeologists working in the sector will be achieved through learners working towards the programme specific outcomes:

Knowledge and Understanding:

KU1 : A systematic understanding of knowledge, and a critical awareness of current debates and new insights, in the field of archaeology, much of which is at, or informed by, the forefront of the academic discipline of professional practice.

KU2 : A comprehensive understanding and awareness of the character of critical enquiry in archaeology and how established techniques of research and analysis are used to develop, construct, and express relevant concepts and ideas in both academic and professional contexts.

KU3 : An ability to identify and apply advanced knowledge to the study of archaeology demonstrating initiative and originality in their practice.

Subject-Specific and Professional Skills:

SPS1 : A conceptual understanding enabling the critical evaluation of current research and advanced scholarship in the field of archaeology.

SPS2 : An advanced practical understanding of, and ability to apply, established techniques of research and enquiry to create and interpret knowledge in the field of archaeology.

SPS3 : The ability to generate, select, evaluate, and exploit a range of resources to support advanced research in archaeology whilst demonstrating a detailed awareness of personal responsibility and ethical considerations.

Intellectual Skills:

IS1 : The ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complex data, and communicate their conclusions clearly to specialist and non-specialist audiences.

IS2 : Independence and self-direction in research while acting autonomously to plan and implement tasks within a professional context.

IS3 : The ability to conduct personal research and scholarship to advance their knowledge and understanding and develop their skills in archaeology at an advanced level of analysis, interpretation, and writing.

Transferable Skills:

TS1 : An advanced ability to work in a team and autonomously exercising initiative and personal responsibility.

TS2 : A well-developed ability to identify, evaluate, analyse, interpret, and present substantial bodies of information independently, and in a team, while working to deadlines.

TS3 : An advanced ability to enhance interpersonal and communications skills, involving recognising and respecting viewpoints, and interacting constructively with other people.

The programme specific outcomes seek to assist Archaeological Specialist learners to acquire the knowledge, skills, and behaviours (KSBs) required to progress towards the Apprenticeship Gateway and End Point Assessment:

| Programme Aim | Knowledge (K):

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;

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;

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;

K8 : Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials;

K9 : Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them;

Skills (S):

S1 : Research, access and apply relevant primary and secondary data relating to Archaeology;

S2 : Contextualise and synthesise data and results within relevant frameworks;

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;

S5 : Evaluate the relevance of research methodologies, techniques and background information to the investigation in question;

S6 : Work effectively both independently and within a team;

S7 : Work accurately and efficiently to conduct work to high standards within defined project objectives;

S8 : Communicate clearly and effectively through written documentation;

S9 : Ability to employ supervisory techniques effectively; |

Behaviours (B):

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;

B3 : Be capable of conceptual thought, independent decision making and professional judgement in order to solve problems and plan and complete complex tasks;

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;

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.

The Archaeological Specialist Apprenticeship aims to provide learners with the requisite knowledge, skills, and behaviours to fulfil the following duties:

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 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 Historic Environment body of knowledge and practice, including participation in specialist networks and peer groups.

These duties are the Occupation Duties that Archaeological Specialist learners are required to demonstrate prior to progressing to the Gateway. These are detailed on the mapped apprenticeship standard (Reference ST0769: Version 1.0). The standard for Archaeological Specialist can be accessed on the Institute for Apprenticeships and Technical Education website here:

https://www.instituteforapprenticeships.org/apprenticeship-standards/archaeological-specialist-degree-v1-0 .

Consultation Notes	n/a
Brief summary (for marketing purposes)	The Archaeological Specialist Apprenticeship has been devised to provide learners with wide-ranging, advanced archaeological skills, whilst they earn and gain real work experience. Over the course of the programme, Archaeological Specialist learners will be taught key methods that are employed in modern archaeological fieldwork. Learners will be involved in the whole archaeological process from planning projects, surveying, preliminary investigation, excavation, post-excavation, analysis, report writing, and archiving. Under the supervision of our expert staff, learners will develop their knowledge and skills so that they are able to lead and undertake wide ranging archaeological research, with a high level of responsibility for the delivery and quality of their own work and that of others.
Secondary Subject Area	- Not Set -
Additional Awards (if not indicated above)	MA Field Archaeology
Awarding institution	Bishop Grosseteste University
Alignment with University Credit Framework	Postgraduate Taught
Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications
Progression routes with Foundation Degree or Top-up	n/a

Available Full-time?	No

Available Part-time?	Yes

Additional Programme Costs for Student	Teaching on the Archaeological Specialist Apprenticeship has been designed in consultation with the Archaeological sector. Across the whole programme, teaching will be delivered using Virtual Learning Environments and in-person sessions. In-person teaching will be delivered in week long blocks at BGU campus, or nearby archaeological sites. Temporary accommodation might need to be found for the Archaeological Specialist learners to ensure that they do not miss any of the in-person sessions. The cost of the accommodation will either be covered by the Archaeological Specialist learners or the employer. During in-person teaching, learners will have access to the university's specialist equipment and software. For assignments, learners will normally be expected to use the equipment and software operated by their employer. If the employer does not have the relevant equipment, there might be an additional hiring cost.

QAA Characteristic Statements	Masters Degree

	The programme has been designed to address the skills gap within the Archaeological sector. Over the course of the programme, students will be taught a wide range of practical skills in a variety of archaeological techniques. By focusing on instruction in practical skills, on completion of the Archaeological Specialist Apprenticeships, learners will be able to 'plan, undertake and lead Archaeological Research and Investigation, which may comprise surveys, excavation, post-excavation analysis and scientific analysis of archaeological material and data' (Institute for Apprenticeships and Technical Education, 2019).
	The Archaeological Specialist Apprenticeship is a blended delivery model has been developed as an adaptive curriculum design. The programme contains a mixture of blended modules in which there are some face-to-face teaching and some digital by design online teaching components, and some modules that are wholly digital by design and delivered online. The modules that have been selected for wholly online delivery lend themselves to virtual teaching; modules with a face-to-face element contain practical elements that require in-person training and the demonstration of practical skills. The curriculum has been designed in line with the occupation duties and the knowledge, skills, and behaviours of the Archaeological Specialist Apprenticeship. The programme embeds functional skills and actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.
	Although every module has been designed to address the knowledge, skills, and behaviours of the Archaeological Specialist Apprenticeship, the modules have been categorised as follows based on their learning outcomes:
	Knowledge :
	ARC703 Archaeological Project Management: digital by design delivered wholly online.
	Skills :

ARC701 Archaeological Field School: digital by design blended delivery.

ARC704 Archaeological Surveying: digital by design blended delivery.

ARC705 Post Excavation: digital by design blended delivery.

ARC706 Community Engagement, digital by design delivered wholly online.

Behaviours :

ARC702 Being an Archaeologist: digital by design delivered wholly online.

In **ARC703** *Archaeological Project Management* , learners learn how to organise, run, manage, and write up archaeological work. Health and safety and legislation will also be covered in this module. Specialist skills will be taught in **ARC705** *Post Excavation* , **ARC706** *Community Engagement* and **ARC704** *Archaeological Surveying* . As part of **ARC704** *Post Excavation* , learners will gain experience handling and processing archaeological finds from **ARC701** *Archaeological Field School* . Learners will following the entire post- excavation process of archaeological finds from washing and cataloguing, to final deposition in the archive. In **ARC704** *Archaeological Surveying* , learners will gain practical skills in a variety of non-intrusive survey techniques on a variety of archaeological sites. Learners will be encouraged to arrange access to land and to undertake their own surveys for the assignment. As part of the Archaeological Specialist Apprenticeship, learners will also gain practical skills in archaeological excavation techniques by participating in the **ARC701** *Archaeological Field School* module. Learners with previous experience of excavation will be assessed for the positions of Trench Assistants or Trench Supervisors. If awarded one of these positions, learners will gain experience managing and running an archaeological site. Learners with prior supervisory experience, will be allocated other roles on the excavation, such as Community Engagement Assistant. In **ARC702** *Being an Archaeologist* , learners will explore the ethics and the professional requirements of archaeologists. This module will also be an opportunity for learners to develop their self-reflection skills. In **ARC706** *Community Engagement* , learners will examine various ways that archaeologists can engage with the general public, and how to disseminate information in an accessible manner.

The core knowledge elements for the 'Skills' modules (**ARC704** *Archaeological Surveying* and **ARC705** *Post Excavation*) are delivered across a one week in-person block at BGU. The teaching block might include sessions of campus at nearby archaeological sites. Throughout the remainder of the trimester in which the module runs, learners are supported through the Virtual Learning Environment and one-to-one online tutorials in addition to the support provided by their workplace mentor. The blended strategy has been developed in response to learner and employer feedback. Teaching on the **ARC701** *Archaeological Field School* module will comprise of a six week in-person block at an archaeological training excavation run by BGU. For the rest of the trimester, learners will be supported through the Virtual Learning Environment and one-to-one online tutorials. The 'Knowledge' (**ARC703** *Archaeological Project Management*), 'Skills' (**ARC706** *Community Engagement*) and 'Behaviours' (**ARC702** *Being an Archaeologist*) module will be delivered through the Virtual Learning Environment and through one-to-one online tutorials in addition to the support provided by their workplace mentor.

Learners will join the Archaeological Specialist Apprenticeship in Week 1 of Trimester 1 will complete the modules in the following order:

Curriculum Design

September Entry

Trimester 1	**ARC702** *Being an Archaeologist*
Trimester 2	**ARC703** *Archaeological Project Management*
Trimester 3	**ARC701** *Archaeological Field School*
Trimester 1	**ARC705** *Post Excavation*
Trimester 2	**ARC706** *Community Engagement*
Trimester 3	**ARC704** *Archaeological Surveying*

Learners who join the Archaeological Specialist Apprenticeship in Week 1 of Trimester 3 will complete the modules in the following order:

May Entry

Trimester 3	**ARC701** *Archaeological Field School*
Trimester 1	**ARC702** *Being an Archaeologist*
Trimester 2	**ARC703** *Archaeological Project Management*
Trimester 3	**ARC704** *Archaeological Surveying*
Trimester 1	**ARC705** *Post Excavation*
Trimester 2	**ARC706** *Community Engagement*

In the workplace, Archaeological Specialist learners will develop their knowledge, skills, and behaviours in line with the Archaeological Specialist Apprenticeship Standard. Workplace mentors will be required to understand the Archaeological Specialist Apprenticeship Standards requirements, and to support the Archaeological Specialist learner's learning and development needs through 'on the job' and 'off the job' training. An apprenticeship requires 20% of an employee's time to be allocated for 'off the job' study.

Please note:

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the learner, during the learner's normal working hours, for the purpose of achieving the knowledge, skills, and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

Off-the-job training must be directly relevant to the apprenticeship. It can include the following:

- the teaching of theory (for example, lectures, role playing, simulation exercises, online learning, and manufacturer training);
- practical training, shadowing, mentoring, industry visits, and participation in competitions; or
- learning support and time spent writing assessments/assignments.

Off-the-job training does not include:

- training to acquire knowledge, skills, and behaviours that are not required in the standard or framework;
- progress reviews or on-programme assessment required for an apprenticeship;
- framework standard; or
- training which takes place outside the learner's normal working hours.

Please see **https://www.gov.uk/guidance/apprenticeship-funding-rules** for more information.

At the end of each month on programme, learners will be required to submit a log of their off the job hours to the apprenticeship team who will monitor and log their commitment (20% of their working time over the duration of the apprenticeship).

In line with the requirements of the apprenticeship programme, Archaeological Specialist learners are required to produce a portfolio of evidence to capture the requisite knowledge, skills, and behaviours of an Archaeological Specialist learner, as defined by the apprenticeship standard, in order to demonstrate the level of competence required for the End Point Assessment. Throughout the duration of the programme, Archaeological Specialist learners will be encouraged to populate their e-portfolio of evidence to evidence their development by module tutors and their designated Apprenticeship Support Officer.

All Archaeological Specialist learners are assigned an Apprenticeship Support Officer prior to the commencement of their programme. The Apprenticeship Support Officer will be the main point of contact for the Archaeological Specialist learners and their employer, alongside the Programme Leader, throughout the duration of the programme. The Apprenticeship Support Officer will provide guidance and support relating to the apprenticeship as a whole throughout the duration of the programme. The Apprenticeship Support Officer will support Archaeological Specialist learners to refine their e-portfolios in preparation for Gateway and will liaise with employers to determine when Archaeological Specialist learners can progress forward for the End Point Assessment.

The programme structure aligns to the development of BGU Graduate Attributes as follows:

1. Academic Literacies – Archaeological Specialist learners are enabled to develop academic literacy through engagement with critically analysing and systematically evaluating and synthesizing original empirical research in their assignments. These skills are developed from the start of their programme and Archaeological Specialist learners are expected to develop their academic literacies throughout the duration of the programme. Additionally, assessments are specifically designed to support students in developing their academic competency.
2. Global Citizenship – Archaeological Specialist learners will develop a global perspective of Archaeology through specific modules and activities, for example through engaging with UNESCO World Heritage sites, and the environmental impact of archaeology.
3. Information Literacy – Information literacy will be developed throughout the programme and Archaeological Specialist learners will be required to independently search for academic sources through, for example Worldcat and Google Scholar. Engagement with the BGU Library and CELT will support Archaeological Specialist learners to develop these skills.
4. Digital Fluency – Assessments are designed to support Archaeological Specialist learners in developing digital fluency. In addition, learners will be encouraged through their studies to engage in online forums and discussion groups. The teaching team and Apprenticeship Support Officer will also model the use of technology through session delivery as appropriate.
5. Employability – Employability is a key focus of the course and a balance has been sought between creating a vocational course while meeting the demands of level 7 study. As graduate attributes are embedded into all modules, it is anticipated that all Archaeological Specialist learners will further enhance their employability skills.
6. Being Enterprising – the course discipline coupled with the practical nature and characteristics of the course means that Archaeological Specialist learners are challenged to develop creative problem-solving skills through directed independent learning.

Learning and Teaching Strategies	Learning and teaching throughout the Programme, and across the Archaeology subject area more generally, is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim 'to enable all students to achieve at the highest possible standard in their chosen field of study' with a commitment to 'support active and accessible learning'.
	The Archaeological Specialist Apprenticeship is a blended delivery model that has been developed as an adaptive curriculum design. The programme contains a mixture of blended modules in which there are some face-to-face teaching and some digital by design online teaching components, and some modules that are wholly digital by design and delivered online, in accordance with BGU's blended learning guidelines and templates. The majority of online teaching and learning will be delivered asynchronously through the use of prerecorded lectures and directed reading and tasks. This learning and teaching strategy has been designed for blended learning with the specific requirements and needs of learners in mind as they may not be able to commitment to set study times every week over the course of the programme. Within the digital by design components of the blended and wholly online modules will be key points of engagement which will act as nested formative assessments linked to a summative reflective essay component for every module. The nested formative assessments will take a variety of forms which will reflect the learning outcomes of the module, but could include engagement with an online discussion board, designing a poster, or summarizing an academic article. Module leaders will engage with the online discussion boards and provide feedback on any formative assessment uploaded to the Virtual Learning Environment.
	In-person teaching within the Archaeological Specialist Apprenticeship programme is delivered through a range of styles and methods including face to-face lectures, workshops, seminars, practicals, and tutorials. During seminar and workshop activities, Archaeological Specialist learners are encouraged to develop their subject knowledge and understanding, and to build subject specific and intellect skills by assembling evidence, presenting ideas, concepts and findings, and constructing and defending arguments. Interactive lectures, seminars, and practical training workshops sit at the core of in-person Archaeology teaching at BGU. Whenever possible opportunities are taken to enhance learning and teaching using innovative practices and approaches, such as 'flipped' curricula and group-based activities. In addition, as learners, Archaeological Specialist learners engage with project based and experiential learning through their work in the workplace in addition to specialist teaching and guest lectures.

Individual support is offered to all Archaeological Specialist learners on all modules through one-to-one tutorials, both in-person and online, often focused on reinforcing understanding of topics and ensuring appropriate preparation is being made for assignment tasks. Every learner will have a minimum of two one-on-one supervisions per module.

Mapping of the apprenticeship standard, Functional Skills, British Values, Equality and Diversity, Prevent Duty and Safeguarding is incorporated into the design and delivery of the apprenticeship. Archaeological Specialist learners will become familiar with a mapping key that is used across the programme in order to identify where there is an opportunity to develop their knowledge, skills, and behaviours or to develop their Portfolio of Evidence. Learners will receive a Programme Handbook that will provide the mapping for every module.

Reflective Practice is encouraged and embedded throughout the programme and is core to an Archaeological Specialist learner's professional development. Reflective practice encourages Archaeological Specialist learners to make sense and meaning from their experiences and transforms insights into practical strategies for personal growth and future impact. Reflective practice throughout the duration of the programme may be captured and expressed in a variety of forms such as written spoken, or pictorial. Such reflections may be captured for formative or summative purposes and used as part of the portfolio for the End Point Assessment purposes.

Module assessments provide opportunities for Archaeological Specialist learners to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A range of assessments are used which are relevant to the individual demands of the subject matter and enable Archaeological Specialist learners to participate in a varied and engaging educational and personal development experience. Assessments are used to appropriately test and encourage Archaeological Specialist learners to apply different areas of knowledge and demonstrate a wide range of skills.

Multi-method weighted assessments form a key feature of the 30-credit modules (75:25 coursework: practical). Across the programme, the workload for students is also carefully managed through the effective scheduling of assessments and the use of a consistent rubric. For written work at Level 7, a rubric of 6,000 / 80 minutes (Practical) words per 30-credits is applied. There is an allowance of +/-10% on submitted work, across all assessment types.

Where practical assessment takes place, students are supported with skills development during taught sessions prior to delivery. This may include specialist digital input from the Centre for Enhancement in Learning and Teaching (CELT). CELT work closely with the programme team to support Archaeological Specialist learners to develop and enhance their digital and academic literacy throughout the programme. Group work is not used as a summative assessment strategy, although Archaeological Specialist learners can expect to work with their peers throughout the duration of their programme.

Archaeological Specialist learners' knowledge, skills and critical understanding of the subject will be assessed by a variety of methods. The method of assessment mirrors the end-point assessment plan for the Archaeological Specialist Apprenticeship standard. The assessment strategy has been designed to complement the teaching and learning strategy of the design by design adaptive curriculum design by having nested formative assignments that act as key points of engagement which lead to a component of each module's summative assessment.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
ARC703	Archaeological Project Management	30		0	25	75
ARC705	Archaeological Finds Specialist	30		0	25	75
ARC704	Archaeological Surveying	30		0	25	75
ARC702	Being an Archaeologist	30		0	25	75
ARC701	Archaeological Field School	30		0	50	50
ARC706	Community Engagement	30		0	25	75

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative	Indicative submission

					Assessment Loading	
Assessment Strategies	**ARC703**	Archaeological Project Management	30	Professional Written Scheme of Investigation or Project Design written to the standards of the Chartered Institute for Archaeologists.	3,000 words	50%
				Verbal questions and answers (online or in-person) on the reflective report.	20 minutes	25%
				Reflective essay on the nested formative assignments.	1,500 words	25%
	ARC705	Post-Excavation	30	Professional report written to the standards of the Chartered Institute for Archaeologists.	3,000 words	50%
				Verbal questions and answers (online or in-person) on the professional report.	20 minutes	25%
				Reflective essay on the nested formative assignments.	1,500 words	25%
	ARC704	Archaeological Surveying	30	Professional report written to the standards of the Chartered Institute for Archaeologists.	3,000 words	50%
				Verbal questions and answers (online or in-person) on the professional report.	20 minutes	25%

				Reflective essay on the nested formative assignments.	1,500 words	25%
ARC702	Being an Archaeologist	30		Reflective report on learner's own understanding, abilities, and responsibilities.	3,000 words	50%
				Verbal questions and answers (online or in-person) on the reflective report.	20 minutes	25%
				Creation of a Personal Development Plan.	1,500 words	25%
ARC701	Archaeological Field School	30		Reflective diary on participation with the excavation.	3,000 words	50%
				Verbal questions and answers (online or in-person) on the reflective diary.	40 minutes	50%
ARC706	Community Engagement	30		Community engagement project.	3,000 words (or equivalent)	50%
				Verbal questions and answers (online or in-person) on the community engagement project.	20 minutes	25%
				Reflective essay on the nested formative assignments.	1,500 words	25%

Inclusive Practice and Personal Development Planning	BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. The University provides a Student Advice service that assists students who have declared personal access needs or a known disability. The Student Advice team work closely with the Programme Leader for Archaeology and Heritage and wider team including the Apprenticeship Support Officer to identify specific actions to support effective learning and development for individuals who have declared personal access needs. The Student Advice Team will refer learners to additional external services where appropriate. This may include a referral for a 'needs assessment'. Further details on needs assessments and Help for students with a learning difficulty, health problem or disability can be found here: **https://www.gov.uk/disabled-students-allowance-dsa**
	Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services. In accordance with BGU's Diversity and Equality Policy, the Archaeological Specialist Apprenticeship strives to reflect and value the diverse experiences which students bring to the course, and a diverse and inclusive curriculum.
	All Archaeological Specialist learners are assigned an Apprenticeship Support Officer for the duration of their programme. In addition, Module Tutors strive to support individual learners' needs and to make any reasonable adjustments that learners may require. The Archaeology team are confident in escalating concerns where required and with supporting learners in accessing additional support, whether academic or welfare related.
	The subject area takes an inclusive approach to all learning and teaching activities. Effective use is made of the Virtual Learning Environment for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks and time-limits are provided according to individual access needs. (See: BGU Code of Practice for the Assessment of Students, and BGU Code of Practice for Students with Access Needs).
	The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables individuals to identify career goals and construct actions plans to achieve them. In collaboration with their Apprenticeship Support Officer and BG Futures (BGUs Careers, Employability and Enterprise service) students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the Graduate Attributes Excellence Award, and evidence additional academic and professional achievements.
Technology Enhanced Learning	The University's Virtual Learning Environment is used throughout the programme with every module having a designated area. The module areas are used to provide information on the schedule of teaching, instructions for individual sessions and activities, general announcements and an extensive volume of supporting materials. These could include online digital resources, films, and video. Instructional reading lists and materials are accessed through module specific 'My Reading' areas. The 'My Reading' area draws on the Library managed reading list platform to deliver content. Included within the Library Systems are access to journals and specific subject related learning resources. Module organisers will ensure that there are sufficient licenses to ensure all learners can access core and essential reading simultaneously.

	Lectures, seminars, workshops, and practical sessions use technology to support and enhance learning, and learners can use a variety of digital applications. Visiting speakers may make virtual guest appearances and learners will benefit from online workshops, seminars, reading groups, and lectures (both live and pre-recorded) due to the nature of the programme. In addition, tutorials may be delivered online. Practical archaeological fieldwork will also utilise a range of specialist hardware and software. Learners will use also use specialist technology to complete their portfolio as part of the End Point Assessment process.
Work-related Learning and/or Placement	This programme has been specifically designed to upskill the archaeological sector's workforce. Practical skills are embedded throughout the programme, and assignments have been designed to replicate the work learners will be required to do in the workplace. Learners will also be expected to act in supervisory roles and to lead their own projects.
	Owing to the nature of this programme, opportunities for work-related learning will arise at all levels within the programme through the core curriculum design. As learners, Archaeological Specialist learners are work based for the duration of their programme and must have a contract of employment that is long enough for them to complete their apprenticeship (this is typically 30 hours per week for 2 years, plus the 8-month End Point Assessment period, although where a learner works part-time BGU will work with the employer and the learner to determine the extended apprenticeship duration). Employers must support learners to spend 20% of their contracted hours off the job engaged on training, assessment, or associated activities. All applications will be considered on a case-by-case basis in line with the Apprenticeship Funding Rules. The Apprenticeship funding rules and guidance for employers can be accessed here: **https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/975792/2021_employer_rules_version_5v1.0_FINAL_002.pdf** .
	When employment or an apprenticeship agreement has ended and new employment has commenced within 30 days, the provider is not expected to withdraw the learner. Where employment has not commenced within 30 days, the learner must be put on a break in learning. Where a learner does not then start with a new employer after 12 weeks, the learner must be withdrawn.
	BGU may be able to support the learner to secure new employment by working collaboratively with the network of employers it has available and through the sector body.
	Before the start of the apprenticeship, BGU will outline and agree a commitment statement with the employer and learner that outlines the specific commitment to the programme.
	This programme has been designed to provide learners practical instruction in specialist archaeological skills. Assignments have been designed to reflect work learners will be required to undertake in the archaeological sector. Commercial archaeology units, as well as the Chartered Institute for Archaeologists, were consulted during the development of this programme. As this programme is a professional development programme for individuals in existing employment, it has been designed to enhance their employability by preparing them for transitioning into more senior management roles and formalising their knowledge and skills within a qualification framework. Employability is therefore seen as an intrinsic aspect of the programme. Graduates with Archaeological degrees often require a minimum of 3 months experience in commercial archaeology to be employed as a Field Archaeologist. To address this issue, commercial archaeology units have developed their own internal training programmes. The Archaeological Specialist Apprenticeship has been designed to provide a training

Employability	route for graduates trying to enter the archaeological sector, whilst reducing the amount of time and resources the commercial units have to invest in monitoring the work of new employees. In addition, the Archaeological Specialist Apprenticeship allows experienced staff the opportunity to upskill, and gain an overview of different workflows, which will breakdown silos within the sector.
	A commitment to levelling up and engaging with organisations to drive social mobility has been made by the programme team, and this approach and ethos will be core to developing the Archaeology provision and a wider network of engaged, committed, and connected stakeholders. It is therefore anticipated that Archaeological Specialist learners may in the future become mentors and sponsors for undergraduates or learners on other programmes within the Archaeology and Heritage portfolio at BGU.

Other Requisites (Free-text)	

Programme Specific Management Arrangements	The programme is managed through the School of Arts, Humanities, and Social Sciences, led by the Programme Leader for Archaeology and Heritage. Programme Leaders report to the Head of the School of Arts, Humanities, and Social Sciences and are supported by the staff of the Faculty Administration Office, module leaders, lecturers, in addition to the Apprenticeship Support Officer. An additional level of oversight and line-management is provided by the Head of Programmes.
	The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Annual reviews of programme quality and delivery are conducted by Programme Leaders (in the form of Annual Monitoring Reports) which are informed by NSS, module evaluations, student and staff feedback, External Examiner's comments and the BGU Learning and Teaching strategy. Targets for year on year development are set and implemented to enhance programme delivery.
	This programme is also subject to monitoring and review by Ofsted, and this process therefore ensures that every employer and learner can have confidence that apprenticeship training is subject to a consistent and rigorous approach to quality assurance. The handbook provided on the link below describes the main activities that Ofsted inspectors carry out when they inspect further education and skills providers in England under part 8 of the Education and Inspections Act 2006. It sets out the evaluation criteria that inspectors use to make their judgements and on which they report: **https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook** .
	An independent organisation will be involved in the End Point Assessment of each learner so that all learners following the same standard are assessed consistently. Only organisations on the register of End Point Assessment Organisations (EPAOs) are eligible to conduct the independent End Point Assessment of learners. The End Point Assessment Organisation will be independent from the training provider (BGU) although in line with the government guidance employers can ask their training provider to help find an End Point Assessment Organisation. Employers can search for an End Point Assessment Organisation here: **https://find-epao.apprenticeships.education.gov.uk/courses** .
	All Archaeological Specialist learners are assigned an Apprenticeship Support Officer prior to the commencement of their programme. The Apprenticeship Support Officer will be the main point of contact for the Archaeological Specialist learner and their employer alongside the Programme Leader throughout the duration of the programme. The Apprenticeship

Staff Responsibilities	Support Officer will provide guidance and support relating to the apprenticeship throughout the duration of the programme, this may include but will not be limited to drawing up tripartite agreements and commitment statements; providing learners with opportunities to undertake skills gap analysis; and undertaking tripartite reviews. The Apprenticeship Support Officer will support Archaeological Specialist learners to build and develop their e-portfolios in preparation for gateway and will liaise with employers to determine when Archaeological Specialist learners can progress forward for End Point Assessment.
	The University is committed to maintaining the highest standards to protect and safeguard those individuals for whom it has responsibility. All members of the BGU community are responsible for Safeguarding. The Safeguarding Children and at-risk Adults Policy is designed to protect both those in a position of trust, and those for who they have responsibility. It provides procedures to follow where there is concern for a child or an at-risk adult's welfare, including where an allegation is made about a member of the University. It also provides information to ensure that members of the University do not put children or at-risk adults in a vulnerable positions. The policy is located on the University's website: **https://www. bishopg.ac.uk/about-bgu/policies-and-procedures** .
	BGU will be inspected by Ofsted in line with the Guidance for Inspectors carrying out inspections under the education inspection framework: **https://assets.publishing.service.gov.uk /government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf** .
Programme Specific Academic Student Support	All students within the subject area are assigned an Apprenticeship Support Officer for the duration of their course. This is in addition to the support provided by the Module Leaders and the Programme Leader. Learners will also benefit from peer support through active engagement with their cohort. Students are closely monitored and supported during the first trimester of their programme.
	The Apprenticeship Support Officer will be the main point of contact for the Archaeological Specialist learners and their employer alongside the Programme Leader throughout the duration of the programme. The Apprenticeship Support Officer will provide guidance and support relating to the apprenticeship throughout the duration of the programme, this may include but will not be limited to; drawing up tripartite agreements and commitment statements, providing learners with opportunities to undertake skills gap analysis and undertaking tripartite reviews. The Apprenticeship Support Officer will support Archaeological Specialist learners to build and develop their e-portfolios in preparation for gateway and will liaise with employers to determine when Archaeological Specialist learners can progress forward for the End Point Assessment.
	In addition to the Apprenticeship Support Officer learners will have an allocated personal tutor as part of the Development and Career Plan process. This will be a member of the academic team delivering the programme. The Archaeology Team take steps to ensure students are appropriately academically equipped to pursue the programme of study. This is delivered through several subject-embedded study skills development sessions, as well as University level enhancement sessions supported by staff of the Centre for Enhancement in Learning and Teaching (CELT) and the Library. Active engagement with the wider professional services is key to an excellent student experience. The contact details and resources produced by the university's wider professional services will be signposted on the Virtual Learning Environment. In addition to the two supervisions each learner receives per module, learners will have regular meetings with their Academic Advisor. The aim of these meetings is to assess the progress of the learners, and to identify the individual support needs of the learner.

	In order to develop a supportive learning community for learners studying on the Archaeological Specialist Apprenticeship asynchronous blended delivery model, regular online social events will be organized. Participation with these events will provide students an opportunity to develop a supportive peer network outside of the scheduled learning hours. Extra-curriculum events, such as virtual research seminars, that might be of interest to the learners will be signposted on the Virtual Learning Environment. If subject area academic staff feel it is necessary, they signpost students towards additional support, whether academic or welfare related. BGU Student Advice team will offer students advice and guidance to students in areas such as accessibility and disability support, funding, welfare and counselling, alongside access to a 24-hour online peer and professional support service. BG Futures will support students in terms of career education, guidance and information, supporting learners to continue their broader professional development and enhance their employability prospects.
Programme Specific Student Evaluation	To ensure learner's have an opportunity to provide feedback on modules, an online mid- and end-term evaluation will be conducted by every Module Leader. The Module Leader will then reflect on the feedback, and provide all learners a written response as to how the module will be adapted, or why it is delivered in a certain format. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative. Learners' views and ideas for improvements are important to the University and there are a number of opportunities for learners to contribute feedback and ideas to BGU to help to improve the learning experience. These opportunities include: • Informal discussions with personal and module tutors; • Cohort representative representation; • Module feedback surveys; • BGU Student Survey; • FE Choices survey; • Employer surveys.
File Manager	

Awards
Year 1

Postgraduate certificate PLO1 (KU1): An understanding of knowledge, and an awareness of current debates and new insights, in the field of archaeology, much of which is at, or informed by, the academic discipline of professional practice. PLO2 (KU2): An understanding and awareness of the character of critical enquiry in archaeology and how established techniques of research and analysis are used to develop, construct, and express relevant concepts and ideas in both academic and professional contexts. PLO3 (KU3): An ability to identify and apply knowledge to the study of archaeology. PLO4 (SPS1): An understanding enabling the evaluation of current research and scholarship in the field of archaeology. PLO5 (SPS2): A practical understanding of, and ability to apply, established techniques of research and enquiry to create and interpret knowledge in the field of archaeology. PLO6 (SPS3): The ability to generate, select, evaluate, and exploit resources to support research in archaeology whilst demonstrating a detailed awareness of personal responsibility and ethical considerations. PLO7 (IS1): The ability to deal with issues systematically and communicate their conclusions clearly to specialist and non-specialist audiences. PLO8 (IS2): Independence and self-direction in research while acting autonomously to plan and implement tasks within a professional context.

Exit Award Programme Learning Outcomes

PLO9 (IS3): The ability to conduct personal research and scholarship to advance their knowledge and understanding. PLO10 (TS1): An ability to work in a team and autonomously exercising initiative and personal responsibility. PLO11 (TS2): An ability to identify, evaluate, analyse, interpret, and present substantial bodies of information independently, and in a team, while working to deadlines. PLO12 (TS3): An ability to enhance interpersonal and communications skills, involving recognising and respecting viewpoints, and interacting constructively with other people. Postgraduate diploma: PLO1 (KU1): An understanding of knowledge, and a good awareness of current debates and new insights, in the field of archaeology, much of which is at, or informed by, the academic discipline of professional practice. PLO2 (KU2): A good understanding and awareness of the character of critical enquiry in archaeology and how established techniques of research and analysis are used to develop, construct, and express relevant concepts and ideas in both academic and professional contexts. PLO3 (KU3): An ability to identify and apply knowledge to the study of archaeology demonstrating initiative and originality in their practice. PLO4 (SPS1): A good understanding enabling the critical evaluation of current research and scholarship in the field of archaeology. PLO5 (SPS2): A good practical understanding of, and ability to apply, established techniques of research and enquiry to create and interpret knowledge in the field of archaeology. PLO6 (SPS3): The ability to generate, select, evaluate, and exploit a range of resources to support research in archaeology whilst demonstrating a detailed awareness of personal responsibility and ethical considerations. PLO7 (IS1): The ability to deal with issues both systematically and creatively, making sound judgements in the absence of complex data, and communicate their conclusions clearly to specialist and non-specialist audiences. PLO8 (IS2): Independence and self-direction in research while acting autonomously to plan and implement tasks within a professional context. PLO9 (IS3): The ability to conduct personal research and scholarship to advance their knowledge and understanding and develop their skills in archaeology at an good level of analysis, interpretation, and writing. PLO10 (TS1): A good ability to work in a team and autonomously exercising initiative and personal responsibility. PLO11 (TS2): A developed ability to identify, evaluate, analyse, interpret, and present substantial bodies of information independently, and in a team, while working to deadlines. PLO12 (TS3): A good ability to enhance interpersonal and communications skills, involving recognising and respecting viewpoints, and interacting constructively with other people.

Permissible Awards	Title	Target Award	External Code	Award Credits
Postgraduate Certificate	Field Archaeology	Exit Award	n/a	60
Postgraduate Diploma	Field Archaeology	Exit Award	n/a	120

Year 2

Exit Award Programme Learning Outcomes

Master's degree PLO1 (KU1): A systematic understanding of knowledge, and a critical awareness of current debates and new insights, in the field of archaeology, much of which is at, or informed by, the forefront of the academic discipline of professional practice. PLO2 (KU2): A comprehensive understanding and awareness of the character of critical enquiry in archaeology and how established techniques of research and analysis are used to develop, construct, and express relevant concepts and ideas in both academic and professional contexts. PLO3 (KU3): An ability to identify and apply advanced knowledge to the study of archaeology demonstrating initiative and originality in their practice. PLO4 (SPS1): A conceptual understanding enabling the critical evaluation of current research and advanced scholarship in the field of archaeology. PLO5 (SPS2): An advanced practical understanding of, and ability to apply, established techniques of research and enquiry to create and interpret knowledge in the field of archaeology. PLO6 (SPS3): The ability to generate, select, evaluate, and exploit a range of resources to support advanced research in archaeology whilst demonstrating a detailed awareness of personal responsibility and ethical considerations. PLO7 (IS1): The ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complex data, and communicate their conclusions clearly to specialist and non-specialist audiences. PLO8 (IS2): Independence and self-direction in research while acting autonomously to plan and implement tasks within a professional context. PLO9 (IS3): The ability to conduct personal research and scholarship to advance their knowledge and understanding and develop their skills in archaeology at an advanced level of analysis, interpretation, and writing. PLO10 (TS1): An advanced ability to work in a team and autonomously exercising initiative and personal responsibility. PLO11 (TS2): A well-developed ability to identify, evaluate, analyse, interpret, and present substantial bodies of information independently, and in a team, while working to deadlines. PLO12 (TS3): An advanced ability to enhance interpersonal and communications skills, involving recognising and respecting viewpoints, and interacting constructively with other people.

Permissible Awards	Title	Target Award	External Code	Award Credits

| Master's Degree | Field Archaeology | Exit Award | n/a | 180 |

Year 3
Exit Award Programme Learning Outcomes

Permissible Awards
No awards exist

Programme Outcomes

On successful completion of this Programme the learner will be able to :

#	Description	Graduate Attributes
PLO1	KU1: A systematic understanding of knowledge, and a critical awareness of current debates and new insights, in the field of archaeology, much of which is at, or informed by, the forefront of the academic discipline of professional practice.	GA5 GA1 GA3 GA4
PLO2	KU2: A comprehensive understanding and awareness of the character of critical enquiry in archaeology and how established techniques of research and analysis are used to develop, construct, and express relevant concepts and ideas in both academic and professional contexts.	GA5 GA1 GA3 GA4
PLO3	KU3: An ability to identify and apply advanced knowledge to the study of archaeology demonstrating initiative and originality in their practice.	GA5 GA1 GA3 GA4
PLO4	SPS1: A conceptual understanding enabling the critical evaluation of current research and advanced scholarship in the field of archaeology.	GA5 GA1 GA3 GA4
PLO5	SPS2: An advanced practical understanding of, and ability to apply, established techniques of research and enquiry to create and interpret knowledge in the field of archaeology.	GA5 GA1 GA3 GA4
PLO6	SPS3: The ability to generate, select, evaluate, and exploit a range of resources to support advanced research in archaeology whilst demonstrating a detailed awareness of personal responsibility and ethical considerations.	GA2 GA5 GA1 GA3 GA4
PLO7	IS1: The ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complex data, and communicate their conclusions clearly to specialist and non-specialist audiences.	GA5 GA1 GA3 GA4
PLO8	IS2: Independence and self-direction in research while acting autonomously to plan and implement tasks within a professional context.	GA5 GA1 GA3 GA4
PLO9	IS3: The ability to conduct personal research and scholarship to advance their knowledge and understanding and develop their skills in archaeology at an advanced level of analysis, interpretation, and writing.	GA5 GA1 GA3 GA4
PLO10	TS1: An advanced ability to work in a team and autonomously exercising initiative and personal responsibility.	GA5 GA1 GA3 GA6 GA4
PLO11	TS2: A well-developed ability to identify, evaluate, analyse, interpret, and present substantial bodies of information independently, and in a team, while working to deadlines.	GA5 GA1 GA3 GA6 GA4
PLO12	TS3: An advanced ability to enhance interpersonal and communications skills, involving recognising and respecting viewpoints, and interacting constructively with other people.	GA2 GA5 GA1 GA3 GA6 GA4

Graduate Attributes

GA1 - Academic Literacies

GA2 - Global Citizenship

GA3 - Information Literacy

GA4 - Digital Fluency

GA5 - Employability

GA6 - Being Enterprising

NA - Not Mapped to GA

FHEQ Learning Outcomes Descriptors		Programme Outcomes AQF Level 7
	Level 4 PLO	
	Level	

Knowledge & Understanding	5 PLO		
	Level 6 PLO		
	Level 7 PLO	PLO1	KU1: A systematic understanding of knowledge, and a critical awareness of current debates and new insights, in the field of archaeology, much of which is at, or informed by, the forefront of the academic discipline of professional practice.
		PLO2	KU2: A comprehensive understanding and awareness of the character of critical enquiry in archaeology and how established techniques of research and analysis are used to develop, construct, and express relevant concepts and ideas in both academic and professional contexts.
		PLO3	KU3: An ability to identify and apply advanced knowledge to the study of archaeology demonstrating initiative and originality in their practice.
	Level 8 PLO		
Subject-specific & Professional Skills	Level 4 PLO		
	Level 5 PLO		
	Level 6 PLO		
	Level 7 PLO	PLO4	SPS1: A conceptual understanding enabling the critical evaluation of current research and advanced scholarship in the field of archaeology.
		PLO5	SPS2: An advanced practical understanding of, and ability to apply, established techniques of research and enquiry to create and interpret knowledge in the field of archaeology.
		PLO6	SPS3: The ability to generate, select, evaluate, and exploit a range of resources to support advanced research in archaeology whilst demonstrating a detailed awareness of personal responsibility and ethical considerations.
	Level 8 PLO		
Intellectual Skills	Level 4 PLO		
	Level 5 PLO		
	Level 6 PLO		
	Level 7 PLO	PLO7	IS1: The ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complex data, and communicate their conclusions clearly to specialist and non-specialist audiences.
		PLO8	IS2: Independence and self-direction in research while acting autonomously to plan and implement tasks within a professional context.
		PLO9	IS3: The ability to conduct personal research and scholarship to advance their knowledge and understanding and develop their skills in archaeology at an advanced level of analysis, interpretation, and writing.
	Level		

	8 PLO	
Transferable Skills	Level 4 PLO	
	Level 5 PLO	
	Level 6 PLO	
	Level 7 PLO	PLO10 TS1: An advanced ability to work in a team and autonomously exercising initiative and personal responsibility. PLO11 TS2: A well-developed ability to identify, evaluate, analyse, interpret, and present substantial bodies of information independently, and in a team, while working to deadlines. PLO12 TS3: An advanced ability to enhance interpersonal and communications skills, involving recognising and respecting viewpoints, and interacting constructively with other people.
	Level 8 PLO	

Structure Framework

		Modules	
Title	*Description*	*Min*	*Max*

Programme Deliveries

Year 1 / Semester 1

Core

Delivery Range	*Code*	*Title*	*Owner*	*Allow Mapping*	*Version*	*Credits*	*Module Level*	*All*	*Practical*	*Coursework*	*Written*
	ARC702_1.0	Being an Archaeologist	Derwin Gregory	Yes	1.0	30	Level 7	30.00	25.00	75.00	0.00

Year 1 / Semester 2

Core

Delivery Range	*Code*	*Title*	*Owner*	*Allow Mapping*	*Version*	*Credits*	*Module Level*	*All*	*Practical*	*Coursework*	*Written*
	ARC703_1.0	Archaeological Project Management	Derwin Gregory	Yes	1.0	30	Level 7	30.00	25.00	75.00	0.00

Year 1 / Semester 3

Core										
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	ARC701_1.0	Archaeological Field School	Derwin Gregory	Yes	1.0	30	Level 7	229.50	50.00	50.00	0.00

Year 2 / Semester 1

Core										
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	ARC705_1.0	Post-Excavation	Derwin Gregory	Yes	1.0	30	Level 7	59.50	25.00	75.00	0.00

Year 2 / Semester 2

Core											
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	ARC706_1.0	Community Engagement	Derwin Gregory	Yes	1.0	30	Level 7	30.00	25.00	75.00	0.00

Year 2 / Semester 3

Core											
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	ARC704_1.0	Archaeological Surveying	Derwin Gregory	Yes	1.0	30	Level 7	59.50	25.00	75.00	0.00
	EPA001_1.0	End Point Assessment	Derwin Gregory	Yes	1.0	0	Level 7	0.00	100.00	0.00	0.00

Programme Deliveries

Year	Study Period	Delivery Type	Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
1	Trimester 1	Core		ARC702_1.0	Being an Archaeologist	Derwin Gregory	Yes	1.0	30	Level 7	30.00	25.00	75.00	0.00
1	Trimester 2	Core		ARC703_1.0	Archaeological Project Management	Derwin Gregory	Yes	1.0	30	Level 7	30.00	25.00	75.00	0.00
1	Trimester 3	Core		ARC701_1.0	Archaeological Field School	Derwin Gregory	Yes	1.0	30	Level 7	229.50	50.00	50.00	0.00
2	Trimester 1	Core		ARC705_1.0	Post-Excavation	Derwin Gregory	Yes	1.0	30	Level 7	59.50	25.00	75.00	0.00
2	Trimester 2	Core		ARC706_1.0	Community Engagement	Derwin Gregory	Yes	1.0	30	Level 7	30.00	25.00	75.00	0.00
2	Trimester 3	Core		ARC704_1.0	Archaeological Surveying	Derwin Gregory	Yes	1.0	30	Level 7	59.50	25.00	75.00	0.00
2	Trimester 3	Core		EPA001_1.0	End Point Assessment	Derwin Gregory	Yes	1.0	0	Level 7	0.00	100.00	0.00	0.00

LO Mapping

		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
ARC701_1.0 Archaeological Field School (v1.0)													
LO1	Demonstrate a knowledge and critical understanding of the methods and techniques appropriate to a modern archaeological field project and the concepts that underpin them.	/	/	/	/	/	/	/	/	/			
LO2	Have an awareness of, and ability to apply, evaluate and critically reflect on appropriate methods of archaeological recording, excavation and post-excavation tasks with a minimum of direction.	/	/	/	/	/	/	/	/	/		/	
LO3	Use a range of appropriate fieldwork and post-excavation techniques to gather, analyse and synthesise archaeological data of a complex nature, and propose solutions to problems arising from that process.	/	/	/	/	/	/	/	/	/			
LO4	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.		/					/	/		/	/	/
ARC702_1.0 Capstone Project (v1.0)													
LO1	Undertake a critical audit and review of personal skills, with reference to key terms, concepts, theories, methods, and literature, and with an awareness of ethical issues.						/		/	/	/	/	/
LO2	Critically reflect on personal and group practice in archaeology research, formulate arguments relevant to complex, unpredictable, specialised and professional settings, and communicate outcomes.						/		/	/	/	/	/
LO3	Develop independently, effectively and reflectively a wide range of professional research resources and skills of practical, policy or theoretical relevance.						/		/	/	/	/	/
ARC703_1.0 Archaeological Project Management (v1.0)													
LO1	Work effectively and reflectively on project management with practical, policy or theoretical relevance, demonstrating analysis and a range of professional resources and skills in a complex, unpredictable, specialised and professional archaeology setting.	/	/	/	/	/	/	/		/		/	
LO2	Critically reflect on personal practice, and produce written work appropriate to a range of genres and in relation to the delivery of projects.					/		/	/	/	/	/	/
LO3	Demonstrate a sophisticate knowledge and understanding of legislation, codes of practice, and standards relevant to archaeology.	/	/	/	/	/	/		/			/	
ARC704_1.0 Non-Intrusive Surveying (v1.0)													
LO1	Demonstrate an extensive and critical understanding of the range and variety of archaeological non-intrusive surveying methodologies.	/	/	/	/		/	/					
LO2	Have an awareness of, and ability to apply and evaluate, appropriate non-intrusive methods relevant to archaeological recording.		/	/	/	/	/	/				/	
LO3	Use a range of techniques to gather, critically analyse and synthesise archaeological data of a complex nature, and propose solutions to problems arising from that analysis.			/		/	/	/	/	/		/	/
LO4	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.											/	/

ARC705_1.0 Archaeological Finds Specialist (v1.0)														
LO1	Demonstrate an extensive and detailed knowledge and systematic and sophisticated understanding of key aspects of the character, analysis, management and interpretation of archaeological artefacts.	/	/	/	/	/	/	/	/	/	/		/
LO2	Demonstrate a sophisticate knowledge and understanding of codes of practice and standards relevant to archaeological finds management.	/	/				/		/				/
LO3	Effectively communicate information, critical arguments and complex analysis to a range of stakeholders, including colleagues and members of the public.							/		/	/	/	/
ARC706_1.0 Community Engagement (v1.0)														
LO1	Demonstrate a sophisticated knowledge and understanding of practice in community archaeology; with an awareness of relevant and current debates, concepts and issues.	/	/	/	/	/	/	/	/	/	/		
LO2	Design, undertake and critically analyse a community engagement project, with reference to key terms, concepts, theories and methods, and with an awareness of ethical issues.	/	/	/	/	/	/	/	/	/	/	/	/
LO3	Effectively communicate information, critical arguments and complex analysis to a range of stakeholders, including colleagues and members of the public.							/		/	/	/	/
EPA001_1.0 Archaeological Specialist Apprenticeship End Point Assessment (v1.0)														
LO1	Completion of Apprenticeship End-Point Assessment												

Editors or Collaborators

Staff Member	Staff Number
Fran Croydon	
Kelly Fisher	
Amy Dyche	
Sacha Mason	
Derwin Gregory	

Availabilities

Delivery Period	Self Enrol?	Delivery mode	Teaching Period Key Date	Availability start date	Is deferral allowed?	External Availability Code	Active?
2025 May	No	Blended		May 26 2025	No	n/a	Yes
2024 September	No	Blended		September 23 2024	No	n/a	Yes

Links

#	URI and Description
1	. .

Programme Status Log

Initial Status	End Status	User	Date	Comment

Senate	Approved	Fran Croydon	16/Apr/2024 14:47	Approved by Chair's Action (Senate) 16.04.2024
AEC	Senate	Fran Croydon	16/Apr/2024 14:21	
QAC	AEC	Fran Croydon	16/Apr/2024 14:21	
University Event Chairs Group	QAC	Fran Croydon	16/Apr/2024 14:21	ROD signed off by Chair on 5 April 2024.
Quality	University Event Chairs Group	Fran Croydon	04/Apr/2024 09:39	
Draft	Quality	Fran Croydon	04/Apr/2024 09:04	ROD requirements confirmed as completed by DG (03.04.2024)
University Event	Draft	Fran Croydon	19/Mar/2024 09:18	Document moved to draft to enable post-validation amendments to be undertaken by DG. (19.03.2024)
Quality	University Event	Fran Croydon	14/Mar/2024 08:52	Date of University Event 14.03.2024
Draft	Quality	Nicola Thompson	26/Feb/2024 14:13	
Stage 1 Event	Draft	Nicola Thompson	26/Feb/2024 14:12	
Faculty	Stage 1 Event	Nicola Thompson	26/Feb/2024 14:12	
Draft	Faculty	Nicola Thompson	26/Feb/2024 13:49	
Faculty	Draft	Nicola Thompson	20/Feb/2024 10:54	
Draft	Faculty	Derwin Gregory	13/Nov/2023 11:51	
	Draft	Kelly Fisher	01/Nov/2023 14:36	New Programme Created

Professional Competency Mapping

Graduate Attributes	Programme Learning Outcome	Competencies
		  Professional Body
		    Institute for Apprenticeships and Technical Education - Archaeological Specialist Apprenticeship

	1. KU1: A systematic understanding of knowledge, and a critical awareness of current debates and new insights, in the field of archaeology, much of which is at, or informed by, the forefront of the academic discipline of professional practice.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties 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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7 Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6 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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSB's K1 K2 K3 K4 K5 K8 K9 S1 S2 S3 S5 S6 B4 B5

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

B.2 Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance

B.3 Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks

B.4 Work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue

B.5 Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public

B.6 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

B.7 Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work

K.1 How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.

K.2 Methods of archaeological investigation, how and why archaeological materials/ data are recovered

K.3 Relevant primary and secondary data and sources relating to Archaeology

K.4 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.

K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)

GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

		K.6 Requirements of formal publication, including standards for writing, editing and style
		K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.
		K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials
		K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them
		S.1 Research, access and apply relevant primary and secondary data relating to Archaeology
		S.2 Contextualise and synthesise data and results within relevant frameworks.
		S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.
		S.4 Select, secure, check and calibrate suitable equipment and reference resources
		S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question
		S.6 Work effectively both independently and within a team
		S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives
		S.8 Communicate clearly and effectively through written documentation
	2. KU2: A comprehensive understanding and awareness of the character of critical enquiry in archaeology and how established techniques of research and analysis are used to develop, construct, and express relevant concepts and ideas in both academic and professional contexts.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7
		Duty 10 Communicate results of research and investigation to specialist and non-specialist audiences. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Satisfy the expectations of clients and members of the public. KSBs: K1 K2 K3 K6 K9 S6 S8 B4 B5
		Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSB's K1 K2 K3 K4 K5 K8 K9 S1 S2 S3 S5 S6 B4 B5

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

Duty 9 Plan, produce, and supervise the production of, reports and publications to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the requirements of commercial and academic publishers. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S7 S8 B1 B3 B4

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

B.2 Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance

B.3 Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks

B.4 Work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue

B.5 Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public

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B.7 Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)

GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

		K.1 How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.
		K.2 Methods of archaeological investigation, how and why archaeological materials/ data are recovered
		K.3 Relevant primary and secondary data and sources relating to Archaeology
		K.4 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.
		K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas
		K.6 Requirements of formal publication, including standards for writing, editing and style
		K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.
		K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials
		K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them
		S.1 Research, access and apply relevant primary and secondary data relating to Archaeology
		S.2 Contextualise and synthesise data and results within relevant frameworks.
		S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.
		S.4 Select, secure, check and calibrate suitable equipment and reference resources
		S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question
		S.6 Work effectively both independently and within a team
		S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives
		S.8 Communicate clearly and effectively through written documentation
	3. KU3: An ability to identify and apply advanced knowledge to the study of archaeology demonstrating initiative and originality in their practice.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered

Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7

Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSB's K1 K2 K3 K4 K5 K8 K9 S1 S2 S3 S5 S6 B4 B5

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3

Duty 6 Collect and record archaeological materials/ data, including electronic and spatial data, to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K7 K8 S3 S4 S7 B1 B6 B7

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

Duty 8 Process, store and prepare archaeological materials/ data for long-term deposition. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the standards required by relevant deposit organisations. KSBs: K2 K4 K7 K8 K9 S3 S4 S7 B1 B2 B3 B6

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

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GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

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K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

K.6 Requirements of formal publication, including standards for writing, editing and style

K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.

K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials

K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them

S.1 Research, access and apply relevant primary and secondary data relating to Archaeology

S.2 Contextualise and synthesise data and results within relevant frameworks.

S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.

S.4 Select, secure, check and calibrate suitable equipment and reference resources

S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question

S.6 Work effectively both independently and within a team

		S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives
		S.8 Communicate clearly and effectively through written documentation
	4. SPS1: A conceptual understanding enabling the critical evaluation of current research and advanced scholarship in the field of archaeology.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7
		Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6
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		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3
		Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3
		Duty 6 Collect and record archaeological materials/ data, including electronic and spatial data, to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K7 K8 S3 S4 S7 B1 B6 B7
		Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6
		Competency Framework Archaeological Specialist Apprenticeship - KSBs

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K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

K.6 Requirements of formal publication, including standards for writing, editing and style

K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.

K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials

K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them

S.1 Research, access and apply relevant primary and secondary data relating to Archaeology

S.2 Contextualise and synthesise data and results within relevant frameworks.

S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.

S.4 Select, secure, check and calibrate suitable equipment and reference resources

		S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question
		S.6 Work effectively both independently and within a team
		S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives
		S.8 Communicate clearly and effectively through written documentation
	5. SPS2: An advanced practical understanding of, and ability to apply, established techniques of research and enquiry to create and interpret knowledge in the field of archaeology.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7
		Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSB's K1 K2 K3 K4 K5 K8 K9 S1 S2 S3 S5 S6 B4 B5
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3
		Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3
		Duty 6 Collect and record archaeological materials/ data, including electronic and spatial data, to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K7 K8 S3 S4 S7 B1 B6 B7

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)

GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

Duty 8 Process, store and prepare archaeological materials/ data for long-term deposition. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the standards required by relevant deposit organisations. KSBs: K2 K4 K7 K8 K9 S3 S4 S7 B1 B2 B3 B6

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

B.2 Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance

B.3 Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks

B.4 Work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue

B.5 Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public

B.6 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

B.7 Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work

K.1 How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.

K.2 Methods of archaeological investigation, how and why archaeological materials/ data are recovered

K.3 Relevant primary and secondary data and sources relating to Archaeology

K.4 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.

K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

K.6 Requirements of formal publication, including standards for writing, editing and style

K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.

		K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials
		K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them
		S.1 Research, access and apply relevant primary and secondary data relating to Archaeology
		S.2 Contextualise and synthesise data and results within relevant frameworks.
		S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.
		S.4 Select, secure, check and calibrate suitable equipment and reference resources
		S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question
		S.6 Work effectively both independently and within a team
		S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives
		S.8 Communicate clearly and effectively through written documentation
	6. SPS3: The ability to generate, select, evaluate, and exploit a range of resources to support advanced research in archaeology whilst demonstrating a detailed awareness of personal responsibility and ethical considerations.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7
		Duty 14 Maintain their own, and others, compliance with legislation and codes of practice relevant to the archaeological specialism. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct pertaining to the relevant specialism published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Understand, and be able to apply, the legislation relevant to the specialism (e.g. legislation pertaining to human remains, treasure, copyright, metal theft). KSBs: K2 K3 K4 K7 K8 K9 S4 S6 S7 S9 B1 B2 B6
		Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency

matrices (Member level) and Standards and Guidance pertaining to the relevant specialism.
KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3

Duty 6 Collect and record archaeological materials/ data, including electronic and spatial data, to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K7 K8 S3 S4 S7 B1 B6 B7

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

Duty 8 Process, store and prepare archaeological materials/ data for long-term deposition. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the standards required by relevant deposit organisations. KSBs: K2 K4 K7 K8 K9 S3 S4 S7 B1 B2 B3 B6

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)

GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

GA2 - Global Citizenship (This is about understanding the global context in which you live, study and work)

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

B.2 Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance

B.3 Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks

B.6 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

B.7 Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work

K.1 How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.

K.2 Methods of archaeological investigation, how and why archaeological materials/ data are recovered

K.3 Relevant primary and secondary data and sources relating to Archaeology

K.4 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.

K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

K.6 Requirements of formal publication, including standards for writing, editing and style

K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.

K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials

K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them

S.1 Research, access and apply relevant primary and secondary data relating to Archaeology

S.2 Contextualise and synthesise data and results within relevant frameworks.

S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.

S.4 Select, secure, check and calibrate suitable equipment and reference resources

S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question

S.6 Work effectively both independently and within a team

S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives

S.8 Communicate clearly and effectively through written documentation

S.9 Ability to employ supervisory techniques effectively

7. IS1: The ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complex data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Competency Framework
Archaeological Specialist Apprenticeship - Occupational Duties

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7

Duty 10 Communicate results of research and investigation to specialist and non-specialist audiences. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Satisfy the expectations of clients and members of the public. KSBs: K1 K2 K3 K6 K9 S6 S8 B4 B5

Duty 11 Be responsible for quality assurance for archaeological investigation and research projects of all sizes and complexities. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Comply with employers' quality assurance procedures. KSBs: K1 K2 K4 K6 K7 K8 S7 B1 B4 B6

Duty 13 Supervise and train others in archaeological research and investigation. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. KSBs: K1 K2 K3 K4 K7 K8 K9 S9 B4 B5 B6 B7

Duty 14 Maintain their own, and others, compliance with legislation and codes of practice relevant to the archaeological specialism. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct pertaining to the relevant specialism published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Understand, and be able to apply, the legislation relevant to the specialism (e.g. legislation pertaining to human remains, treasure, copyright, metal theft). KSBs: K2 K3 K4 K7 K8 K9 S4 S6 S7 S9 B1 B2 B6

Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSB's K1 K2 K3 K4 K5 K8 K9 S1 S2 S3 S5 S6 B4 B5

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3

Duty 6 Collect and record archaeological materials/ data, including electronic and spatial data, to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K7 K8 S3 S4 S7 B1 B6 B7

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information

Duty 9 Plan, produce, and supervise the production of, reports and publications to high standards. Criteria for measuring performance: Meet professional criteria outlined in the

effectively and ethically)

GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the requirements of commercial and academic publishers. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S7 S8 B1 B3 B4

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

B.2 Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance

B.3 Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks

B.4 Work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue

B.5 Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public

B.6 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

B.7 Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work

K.1 How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.

K.2 Methods of archaeological investigation, how and why archaeological materials/ data are recovered

K.3 Relevant primary and secondary data and sources relating to Archaeology

K.4 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.

K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

K.6 Requirements of formal publication, including standards for writing, editing and style

K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.

K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials

K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them

S.1 Research, access and apply relevant primary and secondary data relating to Archaeology

		S.2 Contextualise and synthesise data and results within relevant frameworks.
		S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.
		S.4 Select, secure, check and calibrate suitable equipment and reference resources
		S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question
		S.6 Work effectively both independently and within a team
		S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives
		S.8 Communicate clearly and effectively through written documentation
		S.9 Ability to employ supervisory techniques effectively
	8. IS2: Independence and self-direction in research while acting autonomously to plan and implement tasks within a professional context.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7
		Duty 11 Be responsible for quality assurance for archaeological investigation and research projects of all sizes and complexities. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Comply with employers' quality assurance procedures. KSBs: K1 K2 K4 K6 K7 K8 S7 B1 B4 B6
		Duty 12 Be compliant, and where necessary responsible for, health and safety for archaeological research and investigation programmes, including where specialist knowledge is required. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Be compliant with employers' health and safety policies and procedures, undertake relevant training courses, meet the requirements of the Construction Skills Certification Scheme and other industry requirements where relevant to the specialism (e.g. working with radiation, asbestos, chemical hazards etc). KSBs: K4 K7 S7 B2 B7
		Duty 14 Maintain their own, and others, compliance with legislation and codes of practice relevant to the archaeological specialism. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct pertaining to the relevant specialism published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Understand, and be able to apply, the legislation relevant to the specialism (e.g. legislation pertaining to human remains, treasure, copyright, metal theft). KSBs: K2 K3 K4 K7 K8 K9 S4 S6 S7 S9 B1 B2 B6

Duty 15 Contribute to and initiate advances in Historic Environment body of knowledge and practice, including participation in specialist networks and peer groups. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S4 S5 S6 S7 S8 S9 B1 B3 B4 B5

Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3

Duty 6 Collect and record archaeological materials/ data, including electronic and spatial data, to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K7 K8 S3 S4 S7 B1 B6 B7

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

Duty 8 Process, store and prepare archaeological materials/ data for long-term deposition. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the standards required by relevant deposit organisations. KSBs: K2 K4 K7 K8 K9 S3 S4 S7 B1 B2 B3 B6

Duty 9 Plan, produce, and supervise the production of, reports and publications to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the requirements of commercial and academic publishers. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S7 S8 B1 B3 B4

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

B.2 Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)

GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

B.3 Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks

B.4 Work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue

B.5 Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public

B.6 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

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K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

K.6 Requirements of formal publication, including standards for writing, editing and style

K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.

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K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them

S.1 Research, access and apply relevant primary and secondary data relating to Archaeology

S.2 Contextualise and synthesise data and results within relevant frameworks.

S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.

S.4 Select, secure, check and calibrate suitable equipment and reference resources

S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question

S.6 Work effectively both independently and within a team

S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives

S.8 Communicate clearly and effectively through written documentation

S.9 Ability to employ supervisory techniques effectively

9. IS3: The ability to conduct personal research and scholarship to advance their knowledge and understanding and develop their skills in archaeology at an advanced level of analysis, interpretation, and writing.

Competency Framework
Archaeological Specialist Apprenticeship - Occupational Duties

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7

Duty 10 Communicate results of research and investigation to specialist and non-specialist audiences. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Satisfy the expectations of clients and members of the public. KSBs: K1 K2 K3 K6 K9 S6 S8 B4 B5

Duty 11 Be responsible for quality assurance for archaeological investigation and research projects of all sizes and complexities. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Comply with employers' quality assurance procedures. KSBs: K1 K2 K4 K6 K7 K8 S7 B1 B4 B6

Duty 12 Be compliant, and where necessary responsible for, health and safety for archaeological research and investigation programmes, including where specialist knowledge is required. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Be compliant with employers' health and safety policies and procedures, undertake relevant training courses, meet the requirements of the Construction Skills Certification Scheme and other industry requirements where relevant to the specialism (e.g. working with radiation, asbestos, chemical hazards etc). KSBs: K4 K7 S7 B2 B7

Duty 14 Maintain their own, and others, compliance with legislation and codes of practice relevant to the archaeological specialism. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct pertaining to the relevant specialism published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Understand, and be able to apply, the legislation relevant to the specialism (e.g. legislation pertaining to human remains, treasure, copyright, metal theft). KSBs: K2 K3 K4 K7 K8 K9 S4 S6 S7 S9 B1 B2 B6

Duty 15 Contribute to and initiate advances in Historic Environment body of knowledge and practice, including participation in specialist networks and peer groups. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S4 S5 S6 S7 S8 S9 B1 B3 B4 B5

Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for

measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSB's K1 K2 K3 K4 K5 K8 K9 S1 S2 S3 S5 S6 B4 B5

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3

Duty 6 Collect and record archaeological materials/ data, including electronic and spatial data, to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K7 K8 S3 S4 S7 B1 B6 B7

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)

Duty 8 Process, store and prepare archaeological materials/ data for long-term deposition. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the standards required by relevant deposit organisations. KSBs: K2 K4 K7 K8 K9 S3 S4 S7 B1 B2 B3 B6

GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

Duty 9 Plan, produce, and supervise the production of, reports and publications to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the requirements of commercial and academic publishers. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S7 S8 B1 B3 B4

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

B.2 Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance

B.3 Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks

B.4 Work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue

B.5 Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public

B.6 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

B.7 Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work

K.1 How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.

K.2 Methods of archaeological investigation, how and why archaeological materials/ data are recovered

K.3 Relevant primary and secondary data and sources relating to Archaeology

K.4 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.

K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

K.6 Requirements of formal publication, including standards for writing, editing and style

K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.

K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials

K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them

S.1 Research, access and apply relevant primary and secondary data relating to Archaeology

S.2 Contextualise and synthesise data and results within relevant frameworks.

S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.

S.4 Select, secure, check and calibrate suitable equipment and reference resources

S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question

S.6 Work effectively both independently and within a team

		S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives
		S.8 Communicate clearly and effectively through written documentation
		S.9 Ability to employ supervisory techniques effectively
	10. TS1: An advanced ability to work in a team and autonomously exercising initiative and personal responsibility.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7
		Duty 11 Be responsible for quality assurance for archaeological investigation and research projects of all sizes and complexities. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Comply with employers' quality assurance procedures. KSBs: K1 K2 K4 K6 K7 K8 S7 B1 B4 B6
		Duty 12 Be compliant, and where necessary responsible for, health and safety for archaeological research and investigation programmes, including where specialist knowledge is required. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Be compliant with employers' health and safety policies and procedures, undertake relevant training courses, meet the requirements of the Construction Skills Certification Scheme and other industry requirements where relevant to the specialism (e.g. working with radiation, asbestos, chemical hazards etc). KSBs: K4 K7 S7 B2 B7
		Duty 13 Supervise and train others in archaeological research and investigation. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. KSBs: K1 K2 K3 K4 K7 K8 K9 S9 B4 B5 B6 B7
		Duty 14 Maintain their own, and others, compliance with legislation and codes of practice relevant to the archaeological specialism. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct pertaining to the relevant specialism published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Understand, and be able to apply, the legislation relevant to the specialism (e.g. legislation pertaining to human remains, treasure, copyright, metal theft). KSBs: K2 K3 K4 K7 K8 K9 S4 S6 S7 S9 B1 B2 B6
		Duty 15 Contribute to and initiate advances in Historic Environment body of knowledge and practice, including participation in specialist networks and peer groups. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S4 S5 S6 S7 S8 S9 B1 B3 B4 B5
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)

GA6 - Being Enterprising (This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation)

GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSB's K1 K2 K3 K4 K5 K8 K9 S1 S2 S3 S5 S6 B4 B5

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Competency Framework
  Archaeological Specialist Apprenticeship - KSBs

B.1 Be receptive to feedback, commit to quality and continuous professional development, including independent learning.

B.2 Know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance

B.3 Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks

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K.1 How to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.

K.2 Methods of archaeological investigation, how and why archaeological materials/ data are recovered

K.3 Relevant primary and secondary data and sources relating to Archaeology

K.4 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.

K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas

K.6 Requirements of formal publication, including standards for writing, editing and style

K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.

		K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials
		K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them
		S.1 Research, access and apply relevant primary and secondary data relating to Archaeology
		S.2 Contextualise and synthesise data and results within relevant frameworks.
		S.3 Maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.
		S.4 Select, secure, check and calibrate suitable equipment and reference resources
		S.5 Evaluate the relevance of research methodologies, techniques and background information to the investigation in question
		S.6 Work effectively both independently and within a team
		S.7 Work accurately and efficiently to conduct work to high standards within defined project objectives
		S.8 Communicate clearly and effectively through written documentation
		S.9 Ability to employ supervisory techniques effectively
	11. TS2: A well-developed ability to identify, evaluate, analyse, interpret, and present substantial bodies of information independently, and in a team, while working to deadlines.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties
		Duty 10 Communicate results of research and investigation to specialist and non-specialist audiences. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Satisfy the expectations of clients and members of the public. KSBs: K1 K2 K3 K6 K9 S6 S8 B4 B5
		Duty 14 Maintain their own, and others, compliance with legislation and codes of practice relevant to the archaeological specialism. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct pertaining to the relevant specialism published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. Understand, and be able to apply, the legislation relevant to the specialism (e.g. legislation pertaining to human remains, treasure, copyright, metal theft). KSBs: K2 K3 K4 K7 K8 K9 S4 S6 S7 S9 B1 B2 B6
		Duty 2 Make independent and authoritative identifications of archaeological materials or data in a specialist area, by applying advanced knowledge and understanding. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 S1 S2 S3 S4 B1 B6
		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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSB's K1 K2 K3 K4 K5 K8 K9 S1 S2 S3 S5 S6 B4 B5

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GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K6 K8 S1 S2 S3 S5 S8 B1 B3

Duty 5 Apply advanced practical skills and/or technical knowledge to a specialist archaeological area. Criteria for measuring performance Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K2 K4 K7 K8 S3 S4 S7 B1 B2 B3

Duty 7 Analyse archaeological materials/ data and synthesise and critically assess the results, evaluating their significance to sectoral knowledge. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K8 S2 S3 S5 S7 S8 B1 B2 B3 B6

Duty 9 Plan, produce, and supervise the production of, reports and publications to high standards. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Understand, and be able to meet, the requirements of commercial and academic publishers. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S7 S8 B1 B3 B4

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

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		K.4 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.
		K.5 Critical awareness of current academic research within the specialism, and regional, national and international research agendas
		K.6 Requirements of formal publication, including standards for writing, editing and style
		K.7 Fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.
		K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials
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	12. TS3: An advanced ability to enhance interpersonal and communications skills, involving recognising and respecting viewpoints, and interacting constructively with other people.	**Competency Framework** Archaeological Specialist Apprenticeship - Occupational Duties 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. Criteria for measuring performance: Meet professional criteria outlined in the Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. KSBs: K1 K2 K3 K4 K5 K7 K8 K9 S1 S2 S3 S5 S6 S7 S8 B1 B2 B3 B6 B7 Duty 10 Communicate results of research and investigation to specialist and non-specialist audiences. Criteria for measuring performance: Meet professional criteria outlined in the

Chartered Institute for Archaeologists' competency matrices (Member level) and Standards and Guidance pertaining to the relevant specialism. Satisfy the expectations of clients and members of the public. KSBs: K1 K2 K3 K6 K9 S6 S8 B4 B5

Duty 13 Supervise and train others in archaeological research and investigation. Criteria for measuring performance: Meet professional Standards and Guidance and Codes of Conduct published by the Chartered Institute for Archaeologists and other relevant professional and statutory bodies. KSBs: K1 K2 K3 K4 K7 K8 K9 S9 B4 B5 B6 B7

Duty 15 Contribute to and initiate advances in Historic Environment body of knowledge and practice, including participation in specialist networks and peer groups. KSBs: K1 K2 K3 K4 K5 K6 K8 K9 S1 S2 S3 S4 S5 S6 S7 S8 S9 B1 B3 B4 B5

Competency Framework
Archaeological Specialist Apprenticeship - KSBs

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GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society)

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)

GA2 - Global Citizenship (This is about understanding the global context in which you live, study and work)

		K.8 Legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials
		K.9 Roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them
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