



End-point assessment plan for Archaeological Specialist apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0769	7	Non- integrated degree apprenticeship

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Archaeological Specialist apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Archaeological Specialist apprentices, their employers and training providers.

Full time apprentices will typically spend 36 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Archaeological Specialist standard.

These are:

- an MA or MSc degree in an Archaeology or Archaeological Science subject.
- Level 2 in English and mathematics

The EPA must be completed within an EPA period lasting a maximum of 8 months, beginning when the apprentice has met the EPA gateway requirements and the employer formally notifies the EPAO.

The EPA consists of 2 distinct assessment methods: project with questioning and a professional discussion supported by portfolio

The individual assessment methods will have the following grades:

Assessment Method 1: Project with questioning

- Fail
- Pass
- Distinction

Assessment Method 2: Professional discussion supported by portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship grades of:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically, 36 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours.</p>
End Point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard and notifies the EPAO. • Apprentices must complete a portfolio which will contain evidence from work the apprentice has undertaken during the term of the apprenticeship. Evidence is to include product evidence which supports the specific KSBs being assessed via this method. The portfolio is not being assessed in itself but is being used to inform the professional discussion. • The employer and the apprentice must agree the outline, scope and subject of their project and submit it to the EPAO at the gateway. • English and mathematics Level 2. <p>Apprentices must complete the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> • MA or MSc in an Archaeology or Archaeological Science subject
End Point Assessment (which would typically take months)	<ul style="list-style-type: none"> • Assessment Method 1: Professional Discussion supported by portfolio of evidence With the following grades: <ul style="list-style-type: none"> · Fail · Pass · Distinction • Assessment Method 2: Project with Questioning With the following grades: <ul style="list-style-type: none"> · Fail · Pass · Distinction
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • Chartered Institute for Archaeologists

Length of end-point assessment period

The EPA must be completed within an EPA period lasting a maximum of 8 months, beginning when the apprentice has passed the EPA gateway.

If an EPA assessment method is failed, it should be resat or retaken within the EPA period and in-line with the requirements set out in this assessment plan.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and mathematics at level 2. Apprentices without Level 2 English and mathematics will be required to achieve this level prior to taking their end point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Apprentices must complete the following approved qualifications as mandated in the standard:

- MA or MSc degree in an Archaeology or Archaeological Science subject

Prior to the gateway decision, the following will be required:

For Project with Questioning:

- The employer and the apprentice must agree the outline, scope and subject of their project and submit it to the EPAO at the gateway. The EPAO will then be able to confirm whether the proposed project is appropriate to allow the apprentice to commence work on it.
- An Assessment Preparation Form will be supplied to the apprentice by the EPAO before they commence the EPA. This outlines the KSB criteria to be assessed by the method and will allow the apprentice to explain how the each method will enable them to evidence the required EPA. This can then be approved by the EPAO prior to initiation of the project.

For Professional Discussion supported by portfolio:

- Apprentices will need to have completed a portfolio, this must be signed off by the employer who must confirm that this is the apprentice's own work when they submit it to

the EPAO. The EPAO will then be able to confirm whether the apprentice has provided sufficient material and evidence to proceed to assessment.

- A Portfolio Guidance Form will be supplied to the apprentice by the EPAO before they commence the EPA. This outlines the forms of evidence permitted in the portfolio and the KSB criteria to be assessed by the method with space for the apprenticeship to describe the evidence they have supplied, which they return with the portfolio.

Assessment Methods

Order of assessment methods

The assessment methods can be delivered in any order, but it is recommended that the project is completed first. If the project report is completed first, there may be an opportunity to conduct the Professional Discussion and the Q&A for the project on the same day and by the same assessor (after the review period for the project has passed), and this should be considered to ensure the end-point assessment is cost-effective.

Assessment Method 1: Project with Questioning (This method has 2 components)

Overview

The rationale for this assessment method is:

This assessment method has been chosen as it is fundamental to what the apprentices will be doing on a day to day basis. Archaeological Specialists regularly have to report on their work throughout their careers. A detailed report focusing on a site, place, survey or assemblage the apprentice has worked on will be an effective way by which apprentices will be able to assess, analyse and evaluate a project they have worked on, enabling them to demonstrate their underpinning knowledge, specialist skills and their role in the decision making for a specific project.

Apprentices will conduct a project in the form of a report. The report is a new piece of work conducted after the apprentice has passed the gateway. However, the project report may build upon a pre-existing dataset, for example, it may comprise an analysis of an existing, previously-excavated pottery assemblage.

Apprentices will need to be supported in identifying the suitable project for their report. However the topic will ultimately be selected by the apprentice. Example project titles might include: 'comparison of geophysical survey techniques on different geologies [specify geologies in question]', 'usewear analysis of Roman mortaria from Mancetter', 'an investigation of the use of morphometrics in understanding the cereal from Medieval West Cotton'. It is expected that the project report subject will be identified in conjunction with the supervisor to ensure that it is of sufficient depth and is not being formally assessed as part of a different assessment process. They must also ensure the project can be satisfactorily completed within the allowed period (i.e. any potential constraints such as permissions or practical access to datasets or sites that might prevent the apprentice completing the project report within the allowed time period must be resolved prior to the project being agreed).

The work-based project report should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. The project report's subject, outline and scope will be agreed between the employer and the apprentice and submitted to the EPAO at the gateway. It is recommended that the employer discusses the intended project details with the EPAO before the gateway, who will also provide guidance about selecting a project to the employer and apprentice. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method).

Delivery

The employer and the apprentice must agree the outline, scope and subject of their project report and submit it to the EPAO for approval at the gateway. The EPAO will then confirm that the proposed project is appropriate within 2 weeks of the gateway. This must occur before the apprentice commences work on the project. The project must be designed to suit the role of the apprentice within the organisation and the work needs of the employer. The project must be a genuine piece of project work that is conducted on behalf of the employer, and subject to the employer's expected standards and quality.

The apprentice will complete their project report and submit it to the EPAO within a maximum of 5 months of the project start date (when the project outline, scope and content is agreed by the EPAO).

Whilst completing the project report, the apprentice should be subject to the supervision arrangements outlined below:

The employer will be responsible for supervising the project, setting key milestones for the completion of different phases of the project, making sure that the apprentice has sufficient time and the necessary resources to plan and undertake the project. Apprentices should take the lead in delivering the project, but expert support, supervision and assistance should be on hand where required. The project should take 4 months of the apprentice's time within the 5 months allowed.

The project report should be submitted electronically.

This project should be a practical project, for example, an assessment, survey, analysis or research project which will involve significant independent thought concerning the approaches and methodologies used and the interpretations reached. The project report is a new piece of work conducted after the gateway, but may be based on a dataset the apprentice has encountered during their apprenticeship, for example an archive collection held within a museum.

As a minimum the project report must include the following sections:

- 1) Summary:** Provide a brief outline of the report and the work presented.
- 2) Introduction:** Outline relevant background information such as the type of site, landscape, material or assemblage being studied, how it was recovered, and the location of the archive. Summarise previous work and explain what led to the current research and the circumstances for this project.
- 3) Aims:** Explain the aims of the research undertaken and the purpose of the work.

4) Methods: Describe the approaches, methods and procedures used to procure the results and explain and justify why these were selected. This section should also include consideration of health and safety risks and their mitigation and a discussion of relevant policy frameworks and professional standards.

KSB Assessed: K1, K4, K7, K8, B6, B7

5) Results: Describe and present the results of the analysis, including, where relevant, data tables, survey plans or plots and illustrations.

KSB Assessed: S1, S2, S7

6) Discussion: Discuss and interpret the results and their significance demonstrating a sound knowledge of current thinking and research, and with reference to regional and national research frameworks.

KSB Assessed: K5, S8, B3

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

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

KSB Assessed: S5, S8, B3

In addition, the project report must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The project report will be conducted as set out here:

- The report should be 5,000 words +/- 10% (not including appendices) and provide an outline of the project from inception through to completion. The apprentice should seek to articulate their underpinning knowledge of the theory and practice relevant to their specialism and professional judgement and ethics.
- The report should include relevant images, data tables, graphs and diagrams.
- When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Marking

The independent assessor will review and mark the project in a timely manner (recommended time period is 1 month), as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

The independent assessor may consult with an independent technical expert where clarification is needed concerning specialist content within the project (e.g. if the project contains specialist scientific dating or species identification which requires verification). Clarification will be sought for this reason only. The assessment decision is made solely by the independent assessor.

Other relevant information

The project will be followed up by a question and answer session of 30 minutes (+ 10%). This takes place after the recommended review period of 1 month. The independent assessor will ask a minimum of 6 questions. Questions are intended to check the apprentice's knowledge and to provide additional detail to confirm whether the apprentice has failed, passed or achieved a distinction. Questions will be generated by the assessor in response to the specific project report.

Questioning will be documented in the 'assessment report' to ensure it can be verified.

The Q&A should take place in a quiet room, free from distractions. In most cases it would be expected that the assessment would take place at the employers' premises. However, any other location may be chosen if deemed suitable by the EPAO, or the Q&A may take place via remote audio-visual link if the EPAO, employer and apprentice have deemed this appropriate. The Q&A may take place on the same day as the the professional discussion if appropriate.

The Q&A is conducted by the independent assessor only, no technical expert is present.

Required supporting material

EPAOs will produce the following material to support this assessment method:

- **Project selection guidance:** This is to be developed by the EPAO and it will provide practical guidance for the apprentice and employer on how to select a project of appropriate subject, outline and scope for the assessment.
- **Assessment Preparation Form:** This is to be developed by the EPAO and will be used as the basis for this assessment method. This will include each of the KSB criteria to be assessed by the Project and a space for the topic of the project the apprentice is choosing to undertake. This will allow the apprentice to explain how the project will enable them to evidence the required EPA. This can then be approved by the EPAO prior to initiation of the project.
- **Marking Guidance:** This will detail the specific criteria that assessors must use to mark the apprentices work.
- **Assessment Report:** The EPAO must also develop an appropriate 'Assessment Report', where the summary of assessment decisions will be outlined from the Project Questioning. This will be used as the basis of moderation and the recording of final assessment decisions.

Assessment Method 2: Professional Discussion supported by portfolio (This method has 1 component)

Overview

The rationale for this assessment method is:

This assessment method is deemed appropriate, as it enables apprentices to cover a wide range of KSBs in an effective and efficient way. Linking it back to specific work the apprentice has undertaken through the portfolio will allow the EPAO to effectively determine whether the apprentice is working at the appropriate level by enabling them to draw upon

examples of real work they have undertaken which they can use to demonstrate their practical skills, behaviours as well as their underpinning knowledge.

This assessment will take the form of a professional discussion which is supported by a portfolio containing evidence for the specific KSBs being assessed by this method. During the assessment, a minimum of 10 questions will be drawn from a question bank to ensure that each of the KSBs are being assessed in a consistent manner. The assessors may also generate a minimum of 5 their own additional questions to ensure that the specific nature of the apprentice's work can be assessed and understood. In responding to these questions, apprentices are expected to refer to their portfolio of evidence, enabling them to provide evidence of work undertaken and demonstrate how they have appropriately understood and applied the KSBs being assessed. Follow up questions may be asked by the assessor if necessary to clarify the apprentice's answers.

The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on work the apprentice has undertaken during their apprenticeship as well as problem solving and wider questioning to test the apprentice's underpinning knowledge.

NB: the portfolio is not to be assessed in itself but is to be used as the basis of the professional discussion.

The professional discussion can take place in any of the following:

- employer's premises
- any other premises chosen and deemed suitable by the EPAO (e.g. a training provider's premises)
- the professional discussion may be conducted via a remote audio-visual link where this is deemed suitable by the EPAO, employer and apprentice.

Portfolio

At the gateway, and prior to the professional discussion, apprentices must have submitted a portfolio of evidence to the EPAO. It is for the Apprentice, in discussion with their Employer, to decide when the portfolio is complete and ready for submission to the EPAO. Submission of the portfolio will mark the Gateway point. The evidence collected in the portfolio should cover all of the KSBs assigned to the professional discussion assessment and the employer must have signed off the portfolio as a valid record of the apprentice's own work.

The portfolio is submitted at the gateway. The EPAO will review the portfolio within a maximum 4 week period. Once read and reviewed, the Independent Assessor will send the proposed plan of assessment for the professional discussion to the Apprentice. This will clarify all roles and responsibilities as they pertain to professional discussion, and confirms to the Apprentice the KSBs that will be assessed by this method. A minimum of 2 weeks must be allowed between the independent assessor sharing the assessment plan for the Professional Discussion with the Apprentice and the Professional Discussion being conducted.

Apprentices could choose to submit this evidence in a way which suits their own personal learning style, such as by:

- **Hard copy portfolio:** A physical folder which the apprentice can run through during the questioning to show examples of the work.

or

- **Digital portfolio:** Apprentices may choose to produce this on their computer, provided they are able to share this easily at assessment. This could either be completed using presentation software, or other suitable method depending on the apprentice, provided it can be easily assessed. EPAOs may choose to use their own online portfolio system to support this if they choose.

Evidence must be drawn from at least 2 contrasting projects which the apprentice has worked on during the apprenticeship. By 'contrasting' it is meant that these projects must show variation in the site type, period, area, material type or preservation state studied. There must be sufficient evidence in the portfolio to support all the KSBs being assessed by this method. The portfolio is expected to contain:

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

Structure of the professional discussion

This will be a professional discussion between the apprentice and the Independent Assessor to establish the apprentice's understanding and application of the knowledge, skills and behaviours assigned to this assessment method. One independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 120 minutes. The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with additional needs, for example where signing services are required.

During the professional discussion, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves (according to guidelines provided by the EPAO to ensure consistency), as follows:

- at least 10 open competency-based questions chosen from the question bank (which may link to multiple KSB criteria).
- at least 5 additional questions generated by themselves to help relate the question to the evidence in the apprentice's portfolio or to clarify their understanding of a particular criteria. The additional questions are also permitted to ensure the apprentice has understood the question and to seek additional information that the apprentice might present to enable them to meet the pass or distinction levels (see Grading section).
- Follow up questions may be asked by the assessor if necessary to clarify the apprentice's answers.

Questioning must cover the following areas:

- Professional judgement and ethics **B6**
- Continuing professional development **B1**
- Health & safety and compliance issues, **K7**

- Archaeological theory and practice, **K1, K2, K3**
- Specialist archaeological knowledge related to area of practice of the apprentice, **K1, K2, K3, B2, S3**
- Technical skills, **S3, S4**
- Analysis and interpretation of data, **K3, S3**
- Protocols and policies of workplace, **K6, S6, S9**
- Working relationships **B4, B2, S6, S9**
- Public engagement, **K9, B4, B5**

When answering questions, apprentices must refer to evidence contained in their portfolio to demonstrate that they have understood and have been able to apply the criteria to a real working situation.

NB: the evidence in the portfolio will not be assessed. Assessors will ensure the evidence presented in the portfolio is valid and authentic, however ultimately it is only the apprentice's answers to the questions as part of the professional discussion which will be taken into account when conducting the assessment.

Reporting

The independent assessor must use the assessment tools (e.g. the assessment report) and procedures that are set by the EPAO to record the professional discussion. Professional Discussions may be audio-visually recorded with the express permission of the apprentice to support the assessor in writing up the assessment report following the professional discussion.

Venue

The professional discussion should take place in a quiet room, free from distractions. If the apprentices have chosen to present their portfolio digitally, they must have access to suitable facilities to present their evidence in a way that it can be viewed by the assessor within the assessment setting. In most cases it would be expected that the assessment would take place at the employers' premises. However, any other location may be chosen if deemed suitable by the EPAO, or the professional discussion may take place via remote audio-visual link if the EPAO, employer and apprentice have deemed this appropriate.

Other relevant information

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- 1) Portfolio Guidance:** The EPAO must prepare a document which outlines what the portfolio must contain and how it should be prepared. This must include:
 - Summary Template: This is to detail each of the KSB along one side and provide space for the apprentice to provide a description of the evidence they have attached alongside the evidence.
 - Advice on how to structure a hard copy or digital portfolio, indicating software or methods they might find useful.
 - A summary of the permissible evidence types which the apprentices should expect to include (as outlined above).
- 2) Assessment report:** The EPAO must also develop an appropriate assessment report, where the summary of assessment decisions can be outlined for the professional

discussion. This report will record the final assessment decision and will be used as the basis for any moderation.

- 3) **Question bank:** A structured specification and question bank must be developed by EPAOs. This should include standard questions which can be used for each of the KSB for which the apprentice will be providing responses to. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly to ensure that it, and its contents, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow for consistent assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade. Apprentices must pass all criteria in both assessment methods in order to pass. In order to be offered a distinction, apprentices must have met all distinction criteria across both assessment methods in order for a distinction to be awarded (See Overall EPA Grading p.16 below).

Grading

Assessment Method 1: Project with Questioning

KSBs	Name of grade	Grade descriptor
K1, K4, K5, K7, K8, S1, S2, S5, S7, S8, B3, B6, B7	Distinction	<p>The apprentice must meet all of the 'pass' criteria. To achieve a distinction, all criteria must be met at the distinction level. The apprentice must demonstrate that they can:</p> <p>explain how they would reformulate the management of a project responding to delays, or unforeseen impacts on their work, including complex projects with multiple interacting factors [K7, S7, B3, B7]</p> <p>research and synthesize complex ideas and be responsible for putting them into practice [K1, S2, B6]</p> <p>evaluate the impact of new techniques and theoretical and methodological perspectives and explain how these might be developed and applied [K4, K5, S5]</p> <p>complete and maintain records in line with professional standards, effectively identifying the</p>

		<p>rationale for the information being provided and its value for future work within a broad context [K8, S1, S8]</p>
	<p>Pass</p>	<p>13 KSB criteria are being assessed via this method. All KSB criteria must be passed in order for a pass to be given overall. To achieve this level, the apprentice must demonstrate that they can:</p> <p>articulate the significance of sites/ materials/ assemblages they are researching and how this might influence analysis and decision making [K1, S2]</p> <p>outline the underpinning theory, current academic research and broad research agendas related to their area of work, demonstrating how they undertake investigation to support their initial assessment [K4, K5, S2, S5]</p> <p>evaluate their own ability to think independently and exercise professional judgement to plan and problem-solve when faced with complex tasks [B3]</p> <p>describe the wider context in which their work is carried out in relation to other stakeholders [B6]</p> <p>provide advice and guidance to colleagues and stakeholders within their area of specialism [B3]</p> <p>demonstrate technical capability to undertake research and analysis to the required professional standard [K4, S1, S7]</p> <p>complete and maintain records to an appropriate standard and demonstrate how they have detailed the resources and materials required to undertake a project within their documentation [S1, S7, S8]</p> <p>explain the key workplace Health and Safety policies and describe how they adhere to these [K7, B7]</p> <p>describes with an example how to work effectively to meet deadlines and are able to communicate the progress of their work to colleagues [S7, S8]</p> <p>show an awareness of professional judgement and ethical behaviour, including being sensitive to</p>

		<p>the cultural, historic and spiritual context of their work [B6]</p> <p>critically evaluate their knowledge of, and ability to work within, the legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials [K8]</p>
	Fail	Fails to provide evidence of meeting all of the Knowledge, Skills and Behaviour criteria.

Assessment Method 2: Professional Discussion supported by portfolio

KSBs	Name of grade	Grade descriptor
K1, K2, K3, K6, K7, K9 S3, S4, S6, S9 B1, B2, B4, B5, B6	Distinction	<p>The apprentice must meet all of the 'pass' criteria. To achieve a distinction, all criteria must be met at the distinction level. The apprentice must demonstrate that they can:</p> <p>describe an example of excellent supervisory techniques [K7, S9, B1, B2, B6]</p> <p>evaluate how their understanding of the wider context of their specialism enables them to work to achieve greater public value. [K1, K3, S3, S6]</p> <p>analyse how they would use new techniques and theoretical and methodological perspectives to address problematic areas within a project [K2, S4]</p> <p>explain how they would improve communication with colleagues, stakeholders or the public to enhance the professional and public benefit of a project [K6, K9, B4, B5]</p>
	Pass <ul style="list-style-type: none"> • Professional judgement and ethics • Continuing professional development 	<p>15 KSB criteria are being assessed via this method. All KSB criteria must be passed in order for a pass to be given overall. To achieve this level, the apprentice must:</p> <p>describe the underpinning principles of the profession, outlining codes of practice and ethics and can describe how these are applicable to their area of work [B6]</p>

	<ul style="list-style-type: none"> • Health & safety and compliance issues • Archaeological theory and practice • Specialist archaeological knowledge related to area of practice of the apprentice • Technical skills • Analysis and interpretation of data • Protocols and policies of workplace • Working relationships • Public engagement 	<p>discuss the limits of their own understanding and are able to explain where they might seek additional advice [B1]</p> <p>evaluate how to work appropriately and safely with reference to workplace policies and guidance [K7]</p> <p>discuss new theory and practice within area of specialism [K1, K2, K3, B1]</p> <p>outline the current practice within their area of work, describing their methods and application to their work [K1, K2, K3, B2]</p> <p>demonstrate ability to operate and maintain equipment and reference resources necessary to their area of specialism [S3, S4]</p> <p>analyse of the importance of managing data effectively and the role of primary and secondary reference resources for their area of specialism [K3, S3]</p> <p>discuss the requirements for formal publication and that they are able to meet them [K6]</p> <p>describe the processes of managing a project with reference to the steps they have taken in their work. Apprentice is able to articulate the steps they undertook to plan and monitor the project [K9, B2, S6, S9]</p> <p>recognise and explain when projects are complex and non-routine, and can articulate how they might approach such projects, identifying how they have sought additional information as required [S6, S9, B1, B2]</p> <p>provide support / supervision to others and/or has overseen the running of projects [S6, S9, B4]</p> <p>demonstrate ability to communicate effectively on a topic with both professional colleagues, peers and members of the public [K9, B4, B5]</p>
	Fail	Fails to provide evidence of meeting all of the Knowledge, Skills and Behaviour criteria.

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

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

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Professional Discussion	Project	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> complete the on-programme element of the apprenticeship prepare for and complete the EPA
Employer	<ul style="list-style-type: none"> identify when the apprentice is ready to pass the gateway and undertake their EPA notify the EPAO that the apprentice has passed the gateway
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> appoint independent assessor to conduct the EPA provide training and CPD to the independent assessors they employ to undertake the EPA have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest have processes in place to conduct internal quality assurance and do this on a regular basis organise standardisation events and activities in accordance with this plan's IQA section organise and conduct moderation of independent assessors' marking in accordance with this plan have, and operate, an appeals process that is communicated to the Apprentices when the EPA period begins.
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest

	<ul style="list-style-type: none"> • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) • be currently active or have recent relevant experience in a relevant Archaeology or Archaeological Science specialism and able to demonstrate, through academic or professional qualifications and CPD, a level of expertise appropriate to assessing apprentices working at Level 7 • be able to demonstrate, through academic or professional qualifications and CPD, an appropriate level of knowledge of the Archaeology or Archaeological Science specialism / sector in which the apprentice is working. This means direct, recent, experience of the area of practice in a professional context. • have a clear understanding of the Archaeological Specialist Apprenticeship standard.
Independent Technical expert (appointed by EPAO)	<p>When they are appointed by the EPAO, the technical expert will:</p> <ul style="list-style-type: none"> • provide independent technical review of the content of the project to the independent assessor, only where required. This will solely be to provide clarification concerning specialist content within the project where required (e.g. if the project contains specialist scientific dating or species identification which requires verification). • not contribute to the general assessment of the project or contribute to the assessment grade. The assessment decision is made solely by the independent assessor. • not attend the Q&A session.
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • Plays no part in the EPA itself

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

Appoint independent assessors who must:

- Be a trained assessor with recognised assessment qualification or be working towards one
- Be currently practising or have recent relevant experience in a relevant Archaeology or Archaeological Science specialism and able to demonstrate, through academic or professional qualifications and CPD, a level of expertise appropriate to assessing apprentices working at Level 7
- Be able to demonstrate, through academic or professional qualifications and CPD, an appropriate level of knowledge of the Archaeology or Archaeological Science specialism / sector in which the apprentice is working. This means direct, recent, experience of the area of practice in a professional context.
- Have a clear understanding of the Archaeological Specialist Apprenticeship standard.
- Have no relationship with the apprentice or the employer.

Assessors are expected to be drawn from the breadth of the profession.

- Appoint independent assessors who are currently active or have recent relevant experience of the occupation/sector at a senior level gained in the last three years or significant experience of the occupation/sector.
- appoint technical experts who are competent to support the independent assessor with the project method, when required, by which we mean:
 - 1) be professionally active and recognised professionals in the area of work that the apprentice is employed within, and
 - 2) have had training from their EPAO in terms of supporting independent assessors to carry out the end point assessment.
- provide training for independent assessors and technical experts in terms of good assessment practice, operating the assessment tools and grading, and the provision of technical advice within the EPA.
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time.
- Ensure all assessors attend regular standardisation events but at least once a year as a minimum.

Re-sits and retakes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action. An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take the failed assessment methods only.

Any assessment method that requires a re-sit should be taken within 6 months of the fail notification and any assessment method that requires a re-take should be completed within 9 months of the fail notification.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

Affordability of the EPA will be ensured by using at least some of the following practice:

- using an employer's premises, or using audio-visual remote link where EPAO, employer and apprentice deem this appropriate.
- use of a project report will reduce costs
- holding professional discussion and project Q&A on the same day, with the same assessor where possible.

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Member of the Chartered Institute for Archaeologists.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making Reasonable Adjustments for this standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of KSBs

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	how to recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.	Project with questioning Professional discussion
K2	methods of archaeological investigation, how and why archaeological materials/ data are recovered	Professional discussion
K3	relevant primary and secondary data and sources relating to Archaeology	Professional discussion
K4	understanding of how established techniques and methodologies can be practically employed in the research area of their specialism, and how they are used to create and interpret knowledge.	Project with questioning
K5	critical awareness of current academic research within the specialism, and regional, national and international research agendas	Project with questioning
K6	requirements of formal publication, including standards for writing, editing and style	Professional discussion
K7	fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.	Project with questioning Professional discussion
K8	legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials	Project with questioning
K9	roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them	Professional discussion
Skills		
S1	research, access and apply relevant primary and secondary data relating to Archaeology	Project with questioning
S2	contextualise and synthesise data and results within relevant frameworks	Project with questioning

S3	maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.	Professional discussion
S4	select, secure, check and calibrate suitable equipment and reference resources	Professional discussion
S5	evaluate the relevance of research methodologies, techniques and background information to the investigation in question	Project with questioning
S6	work effectively both independently and within a team	Professional discussion
S7	work accurately and efficiently to conduct work to high standards within defined project objectives	Project with questioning
S8	communicate clearly and effectively through written documentation	Project with questioning
S9	ability to employ supervisory techniques effectively	Professional discussion
Behaviours		
B1	be receptive to feedback, commit to quality and continuous professional development, including independent learning.	Professional discussion
B2	know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance	Professional discussion
B3	be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and plan and complete complex tasks	Project with questioning
B4	work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue	Professional discussion
B5	be approachable and able to communicate with all levels of their own and other organisations, as well as the general public	Professional discussion
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	Project with questioning Professional discussion
B7	take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work	Project with questioning