

END POINT ASSESSMENT PLAN FOR ARCHAEOLOGICAL TECHNICIAN – LEVEL 3

Archaeological Technicians provide support to Archaeologists undertaking (usually commercially funded) Archaeological Investigation, which may comprise surveys, excavations and post-excavation analysis. Those working within Archaeological Investigation are responsible for the safe undertaking of surveys, excavations, analyses, publications and archiving, in accordance with professional standards and guidelines.

An Archaeological Technician may work on site or in a laboratory. Their work could involve contributing to intrusive and non-intrusive Archaeological Investigation by: assisting with manual excavation of archaeological deposits; assisting with recovery of artefacts and environmental samples; assisting with data gathering tasks and site surveys; undertaking the processing of artefacts and soil samples; washing, labelling, bagging and cataloguing artefacts; processing and sorting environmental samples; data entry; archiving of materials, records and digital data. An Archaeological Technician could work in the private, public or charitable sector, and for organisations of all sizes.

The Archaeological Technician Apprenticeship has been designed by an employer working group which includes employers of varying sizes and disciplines, and has also included professional body representation. This Assessment Plan sets out the requirements for the End Point Assessment (EPA). The assessment process has been designed to:

- Be relevant to apprentice technician roles
- Provide a route to a professional qualification
- Provide access to opportunities for progression to further higher level study
- Position the apprenticeship as the starting point for a career in the archaeology sector
- Allow apprentices to demonstrate that they have achieved the occupational competence set out in the Standard
- Be accessible and relevant for employers of all sizes, disciplines and locations

Summary of assessment

In order to successfully achieve the Archaeological Technician Apprenticeship apprentices must pass the End Point Assessment (EPA). Employers will develop their own apprenticeship programme and on programme assessment, usually in partnership with training providers, to allow apprentices to develop the required competency in the standard and to prepare for the EPA. This will include the production of a portfolio of examples of work the apprentice has undertaken during the programme. The portfolio itself will not form part of the EPA but will inform the Professional Discussion.

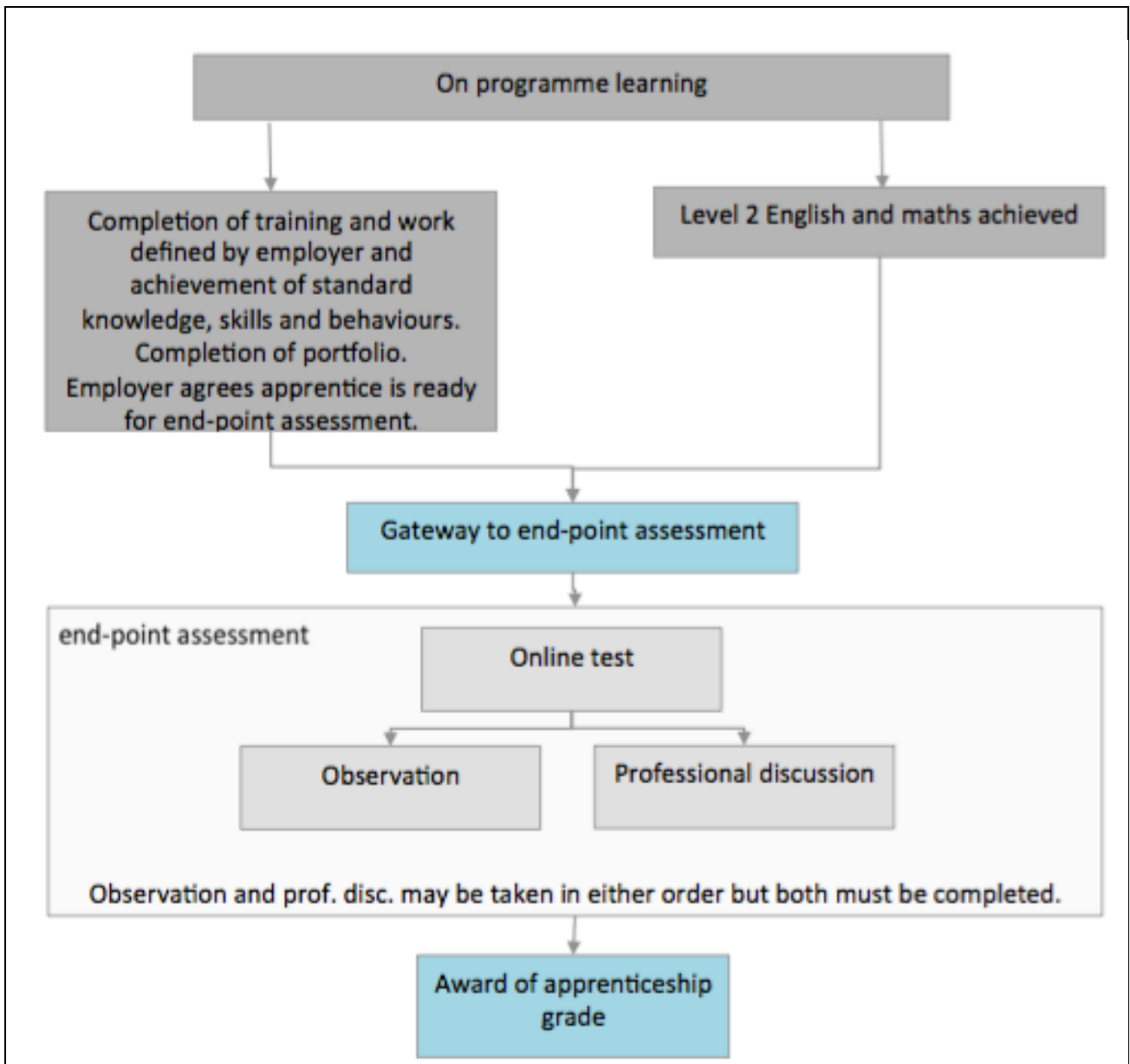
The EPA will include the following components:

1. Online test of archaeological knowledge
2. Observation of practical skills*
3. Professional discussion supported by portfolio

EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFA's) Register of End-Point Assessment Organisations (RoEPAO). The employer will decide when the apprentice is ready to pass through the gateway to the EPA.

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

**observation will normally be undertaken in person by the assessor but other mechanisms, such as video or skype may be used where this is not possible, provided it is possible to identify that the work is being carried out by the Apprentice. This must include arrangements for invigilation.*



EPA overview

Assessment Method	Area Assessed <i>See separate Annex</i>	Assessed by	Grading
<i>Online test</i>	<i>Knowledge</i>	<i>End-point Assessment Organisation</i>	<i>Fail/Pass/Distinction</i>
<i>Observation</i>	<i>Knowledge, skills and behaviours</i>	<i>End-point Assessment Organisation</i>	<i>Fail/Pass/Distinction</i>
<i>Professional Discussion (supported by portfolio)</i>	<i>Knowledge, skills and behaviours</i>	<i>End-point Assessment Organisation</i>	<i>Fail/Pass/Distinction</i>

On-programme Assessment

A portfolio will be completed by the Apprentice, and submitted at the gateway: it forms the basis of the professional discussion, although it is not directly assessed itself. The portfolio will contain evidence drawn from the apprentice's on- and off-the-job training which demonstrates the full range of knowledge, skills and behaviours the apprentice has acquired over the course of the apprenticeship. This might include product evidence (e.g. written reports, context sheets, drawings, database or spreadsheet extracts, site diaries, CPD documentation), photographs or video of the apprentice undertaking tasks, witness statements from supervisors, trainers or relevant senior colleagues and certificates of attendance/completion of training courses. The portfolio must not include reflective accounts or self-evaluations.

Assessment gateway

The apprentice must demonstrate the required skills, knowledge and behaviours in the standard before taking the EPA. The employer will take the final decision of whether their apprentice is ready to take the EPA. Employers may choose to consult with a training provider to help to assess whether apprentices have satisfied the skills, knowledge and behaviours and are ready to take the EPA. The training provider must not be involved in the EPA. The employer will ensure that the apprentice has achieved Level 2 Maths and English prior to taking the EPA. It is expected that an apprentice will typically complete the EPA within 3 months of passing through the gateway to the EPA.

End-point assessment

What

The EPA will assess all the apprentice's knowledge, skills and behaviours across the apprenticeship standard. The details of what will be assessed by each method is set out in Appendix B.

How

The EPA will typically take place within a 3 month period following the gateway. The flowchart in Appendix A summarises the process. There are three components to the EPA and each component must be achieved at a minimum of pass:

Online test

A knowledge test consisting of 16 multiple choice questions (of 4 answer-options each including one correct answer) on the basics of British archaeological practice and chronology, including a broad understanding and recognition of archaeological site types, periods, artefacts and ecofacts. The online test will also test appropriate health and safety knowledge. Questions may include scenario based questions. The EPAOs must develop 'test banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. There will be a time limit of 30 minutes. Assessment can be taken in any order and apprentices must score at least 75% to pass the test. Apprentices who fail the test are able to retake this up to three times and the question bank will provide different sets of questions for each retake. The test will be undertaken under controlled conditions either at an assessment centre chosen by the EPAO or at the apprentice's place of work with former approval of the EPAO. This approval must include arrangements for invigilation. These arrangements must be in place before the test takes place.

All tests must be invigilated and the identity of apprentices must be checked and confirmed prior to commencement of the test. If the test is undertaken at an employer's office after the test the invigilator must provide a report to the EPAO confirming the arrangements that were used for the invigilation. This must be signed by both the invigilator and the apprentice. The invigilator must not have had any prior involvement with the apprentice. Tests will be computer marked.

Observation

Apprentices' practical skills will be assessed through observation by the assessor. This will normally take place in person, either at the Apprentice's place of work or at a central site set up for this purpose or an alternative venue agreed by the EPAO. In exceptional circumstances, however, it may be possible to use video recording or Skype to enable the assessor to observe the Apprentice, provided the assessor is able to verify that the work is being undertaken by the Apprentice. This must include arrangements for invigilation. The observation will ideally take place within two months of passing the gateway.

- Apprentices will ideally be provided with both written and verbal instructions on the tasks they must complete including timescales.
- Observations will be carried out over a maximum total assessment time period of 2 hours (with a plus 10% tolerance at the discretion of the independent assessor). There may be breaks during the observation to allow the apprentice to move from one location to another. Four tasks will be assessed: 1) Preparation for work (including health & safety), 2) excavation, 3) recording and storage of data and 4) appropriate treatment of finds.
- Observation specifications will be determined and standardised by end-point assessment organisations (EPAOs). It is recommended that EPAOs do so in consultation with representative employers.

The observation must cover all the knowledge, skills and behaviours set out in Appendix B. The independent assessor will complete an observation report to confirm that this is the case. Observation must be supplemented by Q&A on site, maximum 20 questions for which an additional 30 minutes will be allocated following the observation. The assessor observation may take place before or after the professional discussion but cannot be completed until the candidate has successfully passed the online test.

Professional discussion (supported by portfolio)

The professional discussion will provide additional rigour for the EPA process by testing the apprentice's ability to provide further explanations of their actions and to verify their knowledge and understanding. Apprentices will be required to provide evidence of their experience in advance of the professional discussion, in the form of the portfolio, which is submitted when the apprentice passes the gateway. The content of the portfolio is described in the 'on programme assessment' section above.

The portfolio is submitted when the apprentice goes through the gateway and this must be at least 2 weeks prior to the agreed professional discussion date. The portfolio will be reviewed by two assessors who will together formulate the questions for the professional discussion. The questions must be consistent in terms of demand and level for all apprentices. EPAOs will develop a structured briefs and example questions to ensure consistency across assessors.

The professional discussion will be in the form of an interview with one assessor and will take one hour (with a plus 10% tolerance at the discretion of the independent assessor). The professional discussion can be conducted face to face or via an online platform. The online platform must include a video link so that apprentices can see assessors and assessors can see the apprentice. The identity of the apprentice must be checked and confirmed. The location or platform will be sourced by the EPAO. The professional discussion explores with the apprentice what has been produced in the summary. The assessor will:

- Clarify the evidence in the portfolio.
- Confirm and validate judgements made by the assessors about the quality and appropriateness of the information presented in the portfolio.
- Confirm and validate understanding of the behaviours
- Explore aspects of the work more fully, including how it was carried out and the underpinning knowledge
- Explore the practical application of knowledge, skills and behaviours including the use of equipment, instruments and technologies

Who

The EPAO will provide independent assessment of the apprentice's knowledge, skills and behaviour through the computer marked online test, observation and professional discussion. All EPAOs must be on the Register of End-Point Assessment Organisations. The independent assessors must:

- Have a minimum of 3 years post professional qualification experience and be working in relevant employment
- Be professionally accredited at Associate or Member level with CfA
- Have evidence of up to date CPD (as required by the relevant professional body)
- Have a relevant assessment qualification or be in the process of gaining one.

End-point – final judgement

The EPAO will determine the final grade by using the percentage mark to establish the grade for the online test, and using the grading descriptors for the observation and the professional discussion and applying the relevant grading as set out in 'End Point – Grading' below.

Independence

The EPA will be assessed by independent assessors who work for an EPAO on the Register of End-Point Assessment Organisations. The independent assessors will have no previous relationship to the apprentice, employer or training provider and will make a holistic judgement of each apprentice's work on the basis of the evidence supplied as set out above. The EPA is assessed and verified independently of the employer or any training provider.

All independent assessors must be managed by an EPAO who will develop assessment materials.

The EPAO must implement a Conflict of Interest policy which ensures that any assessor declares a known conflict of interest with an employer or apprentice. A conflict of interest can be defined as a person who is connected to the development and/or delivery of the assessments or has interests in any other activity which has the potential to lead that person to act contrary to his or her involvement in the development and/or delivery of the EPA

End-point – grading

See Appendix C for details of the grading structure. For the observation and the professional discussion, the scoring within each grade will be determined by the EPAO based on the strength of the evidence presented/observed within the parameters of the scoring system outlined in Appendix C.

An individual must pass each individual method to pass this apprenticeship. An individual must gain a distinction in every method to gain a distinction in this apprenticeship.

Online test	Observation	Professional discussion	Overall grading
Fail	n/a (must pass test to take this element)	n/a (must pass test to take this element)	Fail
Pass/ Distinction	Fail	Pass/ Distinction	Fail
Pass/ Distinction	Pass/ Distinction	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

Resits/ 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 a re-take. The apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action. Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer. 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.

The maximum EPA period is 3 months.

End-point – summary of roles and responsibilities	
Assessor	Role
Employer	Decides when the apprentice is ready for the end-point assessment
Training Provide	Supports the employer in deciding if the apprentice is ready for the EPA gateway Supports the employer in contacting EPAOs
End-point Assessment Organisation	<ul style="list-style-type: none"> • Delivers and assesses the EPA • Conducts internal quality assurance • Develops assessment processes and specifications based on the requirements set out in this EPA plan • Develops assessment tools, materials and resources • Registers apprentices for the EPA • Manages assessment arrangements to enable apprentices to submit assessment documents • Arranges retakes/resits of assessments for apprentices who fail the EPA • Develops and implements an appeals process
Internal Quality Assurance	
<p>EPAO will internally provide quality assurance by:</p> <ul style="list-style-type: none"> • Providing assessor training at least once a year • Arranging for new assessors to undertake mock assessments • Sampling of assessment decisions. A minimum of 20% of assessment decisions to be sampled. Sampling should be of all elements of the entire process of assessment including submissions and assessor feedback and should be used to review consistency of feedback and approach by assessors • Requiring assessors to attend at least one standardisation event per year and delivering standardisation events • Undertaking moderation of assessment decisions. The method used must ensure consistency of grading between assessors. Moderation should review all marks of all assessors to enable consideration of the overall standard and to enable comparison of the marking standards applied by different assessors and for different components of the EPA. • Adopting a performance management process for assessors and using training to address poor performance • Undertaking annual performance appraisals of assessors • Appointing internal verifiers 	
Professional body recognition	
<p>On successful completion of the apprenticeship, the apprentice will be eligible for accreditation by CfA at Practitioner level (PCfA).</p>	
External quality assurance (EQA)	
<ul style="list-style-type: none"> • The Institute for Apprenticeships and Technical Education will be responsible for EQA. 	
Implementation	

The costs of the EPA have taken into account the range and diversity of employers within the sector and the number of smaller businesses who are likely to employ apprentices. Affordability was considered by the adoption of an online test and the use of online platforms for online professional discussion. This will also ensure feasibility of delivery across England and for apprentices in more remote locations.

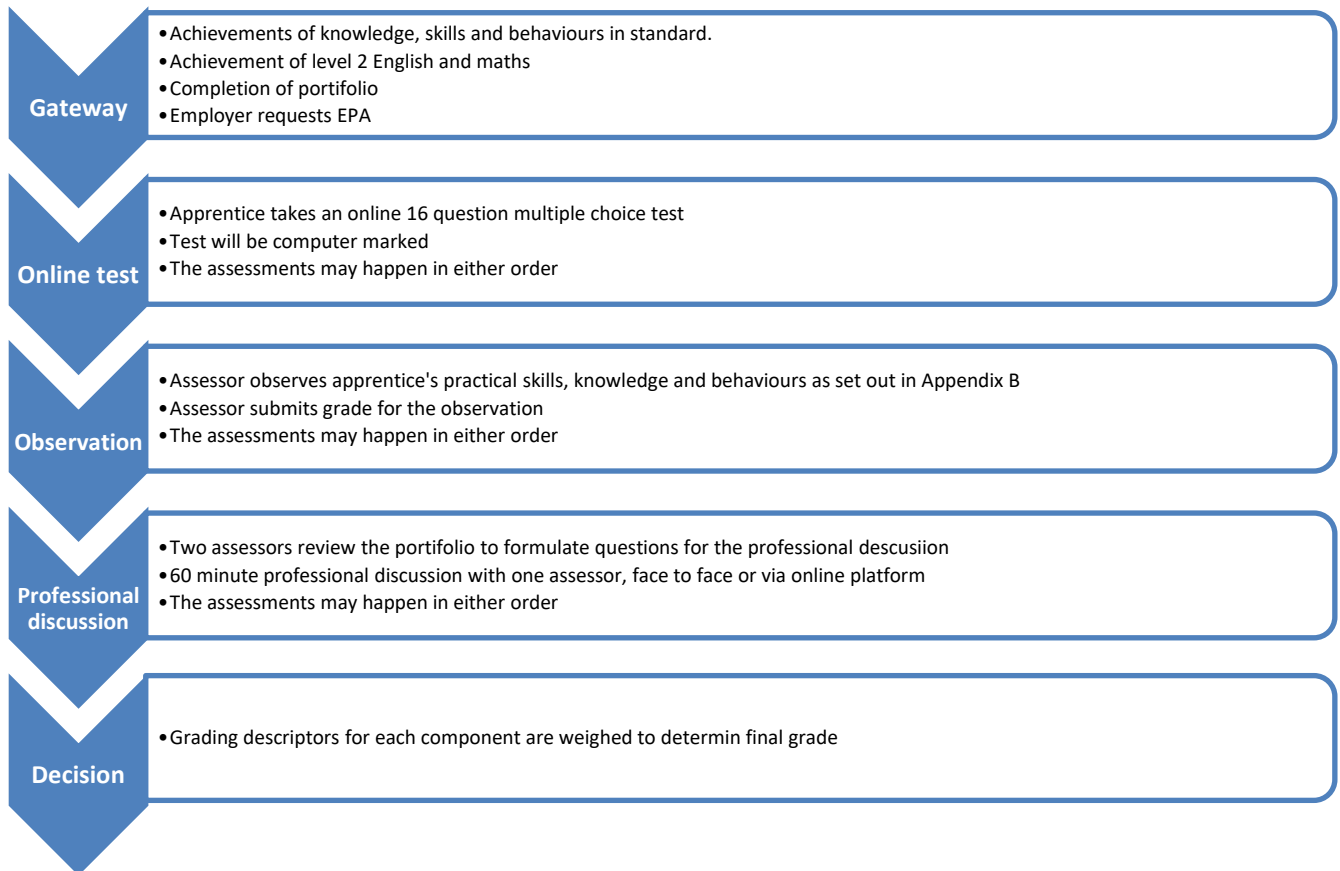
The direct costs of assessment will include:

- Access to online test
- The cost of 2 days of assessor time (being spread over the components of the EPA)
- Venue for professional discussion (if face to face)
- External quality assurance

Consistency:

Due to the nature of the EPA this will be deliverable across England and will be applicable to all employers regardless of their size. There are opportunities for assessment to be undertaken virtually which will ensure that the apprenticeship can be delivered across the different regions of England. Management and feasibility was key to the development of this EPA Plan and the Plan presented offers the most viable and flexible solution whilst ensuring professional body recognition

APPENDIX A- EPA process flowchart



APPENDIX B- End-point assessment mapping – over page.

Knowledge to be assessed	Online test	Observation	Prof disc
Judgement and ethics			
<ul style="list-style-type: none"> The limits of their own understanding, abilities and responsibilities, and how to practice within them (K5) 		✓	✓
Research and analyse			
<ul style="list-style-type: none"> The role and purpose of project specific Written Schemes of Investigations (WSIs) and Project or Research Designs (K6) 	✓		
<ul style="list-style-type: none"> Sources and types of existing data, including records and collections held at museums, Historic England (HE) the National Monuments Record (NMR), local authority Historic Environment Records (HERs), the Archaeology Data Service (ADS), local and national libraries, the Environment Agency (K7) 			✓
<ul style="list-style-type: none"> The role and purpose of project specific finds and environmental specialist reports and typescript archaeological investigation reports (K4) 	✓		
<ul style="list-style-type: none"> The fundamentals of British archaeological practice and chronology, including a broad understanding and recognition of archaeological site types, periods, artefacts and ecofacts (K1) 		✓	
Maintain compliance			
<ul style="list-style-type: none"> The fundamentals of the relevant Health and Safety legislation and construction site Health & Safety. For example, this may include gaining a relevant Construction Skills Certification Scheme (CSCS) qualification (K2). How to recognise and report risks (K3) 	✓		
<ul style="list-style-type: none"> Their Employer's Health and Safety Policy and Procedures and operational procedures, including technical manuals and recording systems, and how those relate to industry Chartered Institute for Archaeologists (CIfA) standards, including their Employer's technical manuals, procedures and guidance for: fieldwork recording, survey, artefact and environmental sample collection and artefact/environmental sample processing and archiving (K8) 		✓	
Plan and prepare for work (K9)			
<ul style="list-style-type: none"> How their work programme is determined and to whom they report to 		✓	
<ul style="list-style-type: none"> How to select the appropriate tools and equipment for the job 		✓	
<ul style="list-style-type: none"> How to identify milestones and targets 		✓	✓
Carry out work			
<ul style="list-style-type: none"> Archaeological site formation processes and stratigraphy (analysis of the order and position of layers of archaeological remains) (K10) 		✓	
<ul style="list-style-type: none"> How to identify and collect (and protect) appropriate artefacts and environmental samples (K11) 		✓	
<ul style="list-style-type: none"> How to adapt procedures and practices to suit different ground/soil/weather conditions, archaeological materials, logistical and Client requirements (K12) 		✓	✓
<ul style="list-style-type: none"> How to record and store data recovered from archaeological works, including contextual data, plan and digital data, artefactual and ecofactual data in accordance with the manuals, procedures and guidance of the Employer (K13) 		✓	
<ul style="list-style-type: none"> Basic short-term artefact protection, stabilisation and storage principles, such as the safe recovery and bagging of fragile artefacts, correct labelling of artefacts and samples, and ensuring appropriate short-term storage and safe/secure transportation (K14) 		✓	
<ul style="list-style-type: none"> How to present results, including basic use of spreadsheets and databases (K15) 			✓

• How to prepare themselves appropriately for work in a range of environments and weather conditions (K16)		✓	
Identify and respond to customer/client needs (K17)			
• Where to find, and how to interpret, key project-specific documentation including sampling strategies and research objectives			✓
• How to access their Employer's technical manuals and guidance		✓	
• How to maintain honest and constructive colleague relationships		✓	✓
• Their role in the context of the project or material on which they are working		✓	
Personal/Professional Development (K18)			
• How to develop a personal action plan for learning and self-development with realistic but challenging objectives			✓
• How to select and apply appropriate learning techniques and methods			✓
• How to identify personal goals, expectations and priorities			✓

Skills to be assessed	Online test	Observation	Prof disc
Judgement and ethics			
<ul style="list-style-type: none"> Apply an awareness of professional judgement and ethical behaviour (S8) 			✓
Research and analyse			
<ul style="list-style-type: none"> Research and assimilate appropriate background information, including that from project specific Written Schemes of Investigation, archaeological archives and reports, aerial photographic collections, LiDAR data, and geophysical and topographic surveys and local and national listings (S1) 			✓
<ul style="list-style-type: none"> Catalogue data recovered from archaeological excavations, including environmental and geological samples, artefacts and ecofacts (S2) 		✓	
Maintain compliance (S3)			
<ul style="list-style-type: none"> Maintain their own safety, and that of others, by adhering to all applicable Health and Safety rules, policies and procedures. Recognise and report risks in order to reduce risks of incidents. 		✓	✓
<ul style="list-style-type: none"> Conduct work in line with Employer's and industry procedures and standards, specifically the CfA Standards and Guidance for Archaeological Excavation, Watching Brief, Evaluation and Archives 		✓	✓
Plan and prepare for work (S4)			
<ul style="list-style-type: none"> Establish the requirements upon them for forthcoming projects, including timescales, deadlines, work locations and supervisors 		✓	
<ul style="list-style-type: none"> Estimate resources and select appropriate equipment, including hand tools, survey, recording and measuring equipment, and artefact sampling, collection packaging, labelling and processing equipment 		✓	
Carry out work (S6)			
<ul style="list-style-type: none"> Investigate and understand archaeological sites and heritage assets 		✓	
<ul style="list-style-type: none"> Recognise and be able to appropriately package and preserve fragile material evidence of past communities 		✓	
<ul style="list-style-type: none"> Compile catalogues and databases of archaeological context records, samples and finds 		✓	✓
<ul style="list-style-type: none"> Contribute to the preparation of archaeological site archives and materials for museum deposition 		✓	✓
<ul style="list-style-type: none"> Carry out work both indoors and outdoors in variable weather conditions, all year round 		✓	✓
Identify and respond to customer/client needs (S7)			
<ul style="list-style-type: none"> Identify information required to achieve research objectives, for instance reference to project specific Written Schemes of Investigation for archaeological strategies, and to appropriate published regional, period or subject research agendas 			✓
<ul style="list-style-type: none"> Follow correct procedures to access and use information, including Employer's technical manuals, GIS systems and databases 		✓	✓
<ul style="list-style-type: none"> Validate/evaluate accuracy of information, including proof reading of data entry and reports 			✓
<ul style="list-style-type: none"> Categorise and classify data appropriately, including creation of databases and stratigraphic matrices for archaeological excavations 		✓	✓
<ul style="list-style-type: none"> Present data in appropriate form for various audiences, including plans, sections, pro-forma context recording sheets and databases 		✓	
Personal/Professional Development (S5)			
<ul style="list-style-type: none"> Contribute to advances in the body of knowledge and Historic Environment Practice 			✓
<ul style="list-style-type: none"> Commit to continuous improvement and personal development 			✓

Behaviours to be assessed	Online test	Observation	Prof disc
Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work (B1)		✓	✓
Commit to quality and their continuous professional development (B5)			✓
Focus and pay attention to detail (B4)		✓	✓
Work effectively individually and as part of a team (B2)			✓
Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public (B3)		✓	✓
Be sensitive to and aware of the cultural, historic and spiritual context of objects and structures (B6)			✓

APPENDIX C- End-point assessment grading criteria

END POINT ELEMENT	FAIL	PASS	DISTINCTION
ONLINE TEST	≤74%	Answers sufficient questions correctly to gain a score of between 75 – 85%. Questions will test K2,K3,K4, K6	Answers sufficient questions correctly to gain a score of 86+%. Questions will test K2,K3,K4, K6
OBSERVATION	Fails to meet the pass criteria for any one of the KSBs being assessed by this method	<p>Knowledge of archaeological practice; consistently defines and excavates a variety of archaeological features and deposits (K1, K8, K9, K10, K13, K14, S2, S6, S7)</p> <p>Produces written and drawn records of an appropriate standard (context sheets, plans, sections and elevations). Assessor will use relevant professional guidelines to measure this when examining the candidate’s work, and draw on witness testimony from employer where necessary to assess the understanding of the candidate of the relevant guidelines and ability to follow them (K10, K13, S2, S6, S7)</p> <p>Understands the requirements for and has the ability to take environmental samples (K11, K12, K14, S4, S6, S7)</p> <p>Aware of the value and able to undertake accurate photographs of archaeological features and deposits. (K13, S2, S6, S7)</p> <p>Liaises with Senior Archaeologist, Project Manager or other senior on-site staff as required (K5, S3, S4)</p> <p>Works as part of a team (K17, S3)</p>	<p>Meets the pass criteria and also:</p> <p>Demonstrates technical ability, able to undertake all aspects of role without guidance. (K1,3,5,9-14,16,17, S2-7)</p> <p>Has understanding of more complex stratigraphic concepts such as construction, use, disuse and can compile complex matrices (K10-12, S6)</p> <p>Actively assists with sample procedures and suggests adaptations to site methodology (K11, K12, K14, S4, S6, S7)</p> <p>Takes photographs of acceptable standard for publication. Assessor will use relevant professional and publication guidelines to measure this when examining photographs taken by the candidate, and draw on witness testimony from employer where necessary to assess the understanding of the candidate of the relevant guidelines and ability to follow them (K13, S2, S6, S7)</p> <p>Confident, appropriate communication and communicates on behalf of others (B1,3)</p> <p>Will offer to help colleagues and supports less experienced colleagues (B1,3)</p>

		<p>Understands and consistently follows health and safety procedures. (K3, B1, K16, S3)</p> <p>Consistently demonstrates ability to undertake basic archaeological on-site tasks. (K9, K12, K13, K14, S2, S4, S6, S7)</p> <p>Differentiates between a variety of artefact types (K1, K14).</p> <p>Understanding of role within team/site and takes responsibility for own work (B3, K16, K17, S3, S4)</p> <p>Provides an interpretation of deposit formation within excavated features (K1, K10, S6).</p>	<p>Is proactive in reporting and updating H&S issues on site. (K3, B1, K16, S3)</p> <p>Is actively supporting colleagues with on-site tasks (B1,3)</p> <p>Has developed knowledge of one eco/artefact type beyond expectations of role (K1)</p> <p>Is able to describe proactive team working and give examples of proactive team working (B3)</p> <p>Is able to discuss and describe a range of formation processes, with awareness of their influence upon subsequent preservation/taphonomy of eco/artefacts (K1, K10)</p>
PROFESSIONAL DISCUSSION	Fails to meet the pass criteria for any one of the KSBs being assessed by this method	<p>Articulates the knowledge, skills and behaviours learnt and their application in the workplace (K7, K15, K18, S3, S5, S6, S7)</p> <p>Use of appropriate professional and technical language (B6, K15, S7)</p> <p>Is aware of and understands the application of industry and employer standards and procedures (K7, K12, B6, K15, K17, S1, S3, S7, S8)</p> <p>Validates information in the portfolio and accurately responds to questions (B4, B5)</p>	<p>Meets the pass criteria and also:</p> <p>Demonstrates the ability to work independently using own initiative (B2)</p> <p>Demonstrates understanding of different roles within the project team and able to critically evaluate different methodologies and approaches. (B2,3)</p> <p>Is able to describe, and give examples of, the application of appropriate industry standards. Demonstrates professional judgement and ethics (K5, B6)</p> <p>Good command of professional and technical language; able to discuss key aspects of archaeological practice fluently and articulately during the discussion (B3, S7)</p>