

Specialist competence matrix – to support applicants who work in academia and academic research

PLEASE NOTE: All applications will be assessed against the main competence matrix (P3 Applicant’s Guide) with the specialist matrix as an advisory document only.

Those applying at Practitioner (PCiFA) should use the main competence matrix to assist.

	Knowledge	Autonomy	Coping with Complexity	Perception of Context
Associate (ACiFA)	<ul style="list-style-type: none"> • Thorough understanding of principles and pedagogies for effective learning and teaching of archaeology and related disciplines • Often, but not exclusively significant knowledge of an archaeological specialism with capability to convey that knowledge in both technical and non-technical formats to a broad audience • Well-rounded knowledge of research ethics and key legislation associated with archaeological practice in the UK • Demonstrable knowledge of research design, data collection, interpretation, reporting and archiving • Record of publication within monographs, journals and other formats, appropriate to career stage, which may not be a continuous, unbroken academic trajectory 	<ul style="list-style-type: none"> • Capable of all aspects of day to day research project management under the overall guidance of a senior academic manager (e.g. Head of School, Project Principal Investigator) • Ability to assist, under appropriate supervision, in the day to day guidance and supervision of more junior colleagues (e.g. undergraduates, Masters and PhD students) • With appropriate guidance, the ability to teach archaeological concepts to pre-graduate entry students • Ability to produce draft research reports and draft publications for peer-review with appropriate guidance from senior researchers 	<ul style="list-style-type: none"> • Ability to manage timetables, budgets and resources to strict deadlines • Ability to prioritise research priorities and outputs in the light of competing needs of funders, host institutions and project leads 	<ul style="list-style-type: none"> • Understanding of the role of academic research and publication both within academia and the wider framework of the profession and Continued Professional Development

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Member (MCIfA)	<ul style="list-style-type: none"> Advanced understanding of the principles and pedagogies for effective learning and teaching of archaeology and related disciplines. Abilities may be recognised through qualifications such as Fellowship of the Higher Education Academy or equivalents such as PG Cert in Higher Education Advanced knowledge of an archaeological specialism with ability to convey that knowledge to the peer-review community at both a national and international level as well as the wider public. Thorough knowledge of research ethics. and key legislation associated with archaeological practice in the UK and more globally Demonstrable knowledge of research design, data collection, interpretation, reporting and archiving demonstrated through leadership of research projects and grant applications Demonstrable record of publication within monographs, journals and other formats, notably as lead author appropriate to career stage 	<ul style="list-style-type: none"> Ability to work with complete autonomy and independence demonstrable by management / administrative responsibilities within individual host organisation (e.g. Head of Undergraduate / Post-graduate Studies; Student Welfare Officer; Programme Leader; Exams Officer; Module Leader); where staff are on casual contracts and may not hold key roles, they should demonstrate how they take responsibility and provide leadership (e.g. leading teaching sessions and modules, setting exam questions, marking etc) Ability to work with complete autonomy and independence demonstrable by leadership of individual Modules. Ability to work with complete autonomy and independence demonstrable by supervision of postgraduate students Ability to work with complete autonomy and independence demonstrable by setting of research agendas and associated activities to secure funding. Once secured, the ability to set budgets and manage financial resources effectively 	<ul style="list-style-type: none"> Ability to manage and balance the competing needs of teaching, research and administration as required by the individual host organisation Ability to adapt and tailor teaching practice in response to resource needs (e.g. larger class sizes), student needs, changing priorities and global competition 	<ul style="list-style-type: none"> Understanding the role of effective learning and teaching within the wider context of professional archaeology practice Understanding of academic archaeology within the global profession and the ability to promote professional standing on the international stage