

Practitioner (PCIfA) competence matrix for accredited degrees (supplements the main competence matrix)

PCIfA	Competence matrix	General outline	What can you include	Examples that could be provided
Knowledge	Good working knowledge of key aspects relevant to area of historic environment practice, and competence in its application	Describe how you use your knowledge to carry out tasks, what do you base your work/approach to a task on	This can include knowledge of: <ul style="list-style-type: none"> - a specific time-period, region, site or artefact/ecofact type - health and safety or an awareness of the procedures - how to excavate a feature or undertake a survey - how to approach a project design - how to research, collect and analyse historical information or data - how to present findings/analysis or write a report - how to inform the public through displays/material 	<ul style="list-style-type: none"> - DBA or evaluations research - skills passport or dig diary - presentations or display materials - CPD & training - Health & safety or risk assessment documents - dissertation
Autonomy	Some responsibility for achieving tasks using own judgement and autonomy, whilst working under general supervision. Collaboration with others is expected	Describe your level of responsibility for tasks and who you refer to when you need help	This can include: <ul style="list-style-type: none"> - working alone on a task/piece of work/feature - how often you refer to a manager/colleague/lecturer - what you have asked for help on and how you carried out a task/piece of work with that help 	<ul style="list-style-type: none"> - project plan outlining responsibilities on site - placement feedback - context sheets or illustrations - references from lecturer or placement supervisor
Coping with complexity	Appreciates complex situations within the role held and able to achieve partial resolution alone. Some activities are complex and non-routine*	Describe one or more complex tasks/situations where you were able to resolve at least part of it and how you did this; include tasks that were not part of your everyday coursework	This can include describing how you dealt with: <ul style="list-style-type: none"> - excavating a complex inter-cutting feature - surveying a complex building, site or landscape - a data or project plan issue - a difficult work-related situation with the public/client/landowner - something that is not usual for you to deal with - a health and safety issue - an independent research project 	<ul style="list-style-type: none"> - context sheets or illustrations - skills passport or dig diary - site, building or landscape survey drawings - DBA or evaluation report - summary of work placement - archive or HER data or data sheets - presentations
Perception of context	Sees actions as a series of steps and recognises the importance of each role in the team	Describe how you see your role fits into a project as a whole and your awareness of the team's roles; can include your awareness of guidance and policies	This can include describing: <ul style="list-style-type: none"> - a task/project and what you did, explain the process used to reach this stage and what happens after (E.g. carrying out fieldwork with basic knowledge of the project from the project plan to the archive) - any policies or guidance you have read/referred to and your understanding of this, such as CIfA, Historic England, planning policy or research frameworks 	<ul style="list-style-type: none"> - project plan - presentations - debriefing notes - CPD recording & training - researching guidance