

# ClfA and University Archaeology UK (UAUK) accredited degree programmes

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In *The Archaeologist* 103 (p 12) Professor Kate Welham of Bournemouth University, Dr Vicki Cummings MCIfA (7591) of UAUK and Kate Geary MCIfA (1301) of ClfA wrote about the hopes for degree accreditation. The challenge was to make it a reality. During spring of 2019 we asked members of ClfA and UAUK to volunteer for a degree assessment panel. On 21 May the first group of trainee assessors met at the Linnean Society in London for presentations and a workshop about the process. The accreditation panel currently has 18 members from across the discipline, including professors, lecturers, project managers, consultants and excavation specialists.

As we are professionally accrediting degrees, rather than assessing academic knowledge, universities are asked to map learning outcomes to National Occupational Standards (NOS) which are aligned to ClfA's Practitioner accreditation and focused on the delivery of vocational skills and competence. Graduates should have an understanding of how to apply the skills they have learned when they enter the workplace.

The teaching of ethical working practices and the importance of Continuing Professional Development and career planning has equal weight alongside an appreciation of the importance of health and safety and risk assessment. For more detail about what the panel take into account when assessing an academic programme see [https://www.archaeologists.net/Accredited\\_Degrees](https://www.archaeologists.net/Accredited_Degrees).

Two assessors, one representing ClfA and one UAUK, review each application and then visit the department to meet teaching staff and students and to view resources such as labs. The visit is a key part of the assessment and leads to a report with a recommendation for accreditation or a request for further evidence.

The degree accreditation process has proved to be an opportunity for archaeology departments to review their existing degrees in a different way and to think about

embedding practical elements and assessing and recording voluntary placements. Universities have welcomed the collaborative nature of the process, which is intended to introduce innovative ways of ensuring students on accredited programmes are more prepared to enter the job market. Some have needed to make comparatively few changes to their programmes – others have taken the opportunity to reshape them.

To date seven universities have had programmes accredited and another five are being assessed. We're looking forward to increasing our links with these university departments and their students. In 1999 one of the IfA's key objectives was 'to promote the training of archaeologists in cooperation with other bodies and to encourage and monitor the provision of archaeological courses in education' – 21 years later we've just graduated!

Hinton, P, 1999 THE INSTITUTE OF FIELD ARCHAEOLOGISTS: A SELF-PORTRAIT to accompany the Stevens Report (*Statement of practice in comparable professions*, John Stevens Associates 1999).

[https://www.archaeologists.net/sites/default/files/ifa\\_self\\_portrait.pdf](https://www.archaeologists.net/sites/default/files/ifa_self_portrait.pdf)

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<https://www.archaeologists.net/sites/default/files/60189%20%20The%20Archaeologist%20Magazine%20Section%201.pdf>

(above) University of Central Lancashire (UCLAN) students in practicals in the field. Credit: University of Central Lancashire