

Accredited degree application guidance and matrix

If you have a CIfA accredited degree, you can apply for a new accreditation or upgrade your student membership, if you have one, in the same way as a [Practitioner \(PCIfA\)](#), but using the accredited degree competence matrix below. The matrix will help you identify what information to give to the Validation committee to demonstrate competence at PCIfA level.

Check the [current list of accredited degrees here](#). You need to submit a copy of your degree certificate or confirmation of graduation when you apply. **You can only apply this way for up to two years after graduation.**

Accredited degree applicants should include the same information as other applicants but use the accredited degree matrix to assist.

Reflecting on your work and placements is also a good way to assess if you have covered the four areas of the matrix criteria and to see any gaps in your knowledge.

The differences between a standard application and an accredited degree application is

- that you **do not** need to have undertaken any paid or voluntary work; you can use your work on your accredited degree to demonstrate the four areas of the competence matrix criteria
- you can provide evidence of your work that supports what you write in your statement of competence
- you can ask two people who know your course work to be your referees eg course lecturer, teacher, placement supervisor or volunteer supervisor
- you need to submit a copy of your certificate with your application in the additional information section in the online form

Please see page two for the accredited degree competence matrix.

Accredited degree competence matrix

PCIfA	Competence matrix	General outline	What can you write about?	What examples can you provide?
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?	For example this can include - 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	- DBA or evaluations research - skills passport or dig diary - presentations or display materials - CPD log and training certificates - Health and 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. Who do you refer to when you need help?	For example this can include - working alone on a task, piece of work, or feature - how often you refer to a manager, colleague, or lecturer - what you asked for help with and how you carried out a task or piece of work using that help	- project plan outlining responsibilities on site - placement feedback - context sheets or illustrations
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 or situations where you were able to resolve at least part of it. How did you do this? Include tasks that were not part of your everyday coursework.	For example this can include - how you undertake excavating a complex inter-cutting feature - how you undertake surveying a building, site or landscape - a data or project plan issue - a difficult work-related situation with the public, client, or landowner - something that is not usual for you to deal with - a health and safety issue - an independent research project	- 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 professional context	Sees actions as a series of steps and recognises the importance of each role in the team. Demonstrates understanding of the ethical requirements of the <i>Code of conduct</i> and is able to apply to own work. Upholds the values of the Institute to work in the public interest.	Describe how your role fits into a project as a whole. Are you aware of the team's roles? Include your awareness of guidance and policies.	For example this can include - a task or project and what you did, explain the process used to reach this stage and what happens after; such as carrying out fieldwork with basic knowledge of the project from the project plan to the archive. - any policies or guidance you have read or referred to and your understanding of these; such as ClfA's Standards and guidance or <i>Code of conduct</i> , national agency guidance, planning policy or research frameworks.	- project plan - presentations - debriefing notes - CPD recording and training certificates - research guidance