Specialist competence matrix – **academia and research**   Associate (ACIfA)

Knowledge	• High level knowledge of an archaeological specialism and/or archaeological method and theory • High level knowledge of research ethics and key legislation associated with archaeological practice • Knowledge of research design, data collection, interpretation, reporting, archiving and FAIR principles • Record of publication appropriate to audience and career stage. Eg dissemination via social media and blogs and/or traditional methods
Autonomy	• Can design effective and rigorous small scale research projects • Supports and manages inter disciplinary research teams and/or novice and early career researchers • Conveys knowledge in technical and non-technical formats to a broad audience • Collaborates with peers to review and develop research agendas and frameworks
Coping with complexity	• Manages timetables, budgets, where applicable, and resources to deadlines • Prioritises research projects and outputs eg with competing needs of funders, host institutions and project leads • Can incorporate multi-disciplinary strands of evidence • Contributes to the design and delivery of effective teaching, learning and training for diverse audiences • Can recognise and resolve potential conflicts of interest within an established framework
Perception of professional context	• Use of effective teaching and training methods, which can include mentoring and coaching to support and develop research team members, where appropriate • Effectively promotes the values and influence of the profession including the values of the Institute • Outline personal contributions to successful funding applications for research projects • Understanding the impact of research project outcomes and contributions to archaeological or community practice • Understands the ethical requirements of the Code of conduct and uses them to guide and review own practice and, where applicable, that of others

Knowledge	• Substantial 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 • Substantial knowledge of research ethics and key legislation relevant to your country/ field • Demonstrates substantial knowledge of research design, data collection, interpretation, reporting and archiving through leadership of research projects, grant applications and FAIR principals • Demonstrates a record of publication of research articles and primary data, as lead author where appropriate. Eg dissemination via social media and blogs and/or traditional methods. Should have some form of peer review
Autonomy	• Manages and leads current (and recent) successful applications for contracts and funding bids for large scale research led projects • Develops the principles and skills of effective training and quality assurance with research team members, where applicable • Creates and leads teams from across the community of practice (public, private and third sectors) to review and develop research agendas and frameworks • Effectively applies strategies for engaging audiences and client groups in research design and/or delivery and dissemination

Please go to the next page for Coping with complexity and Perception of professional context

Coping with complexity	- Manages and balances the competing needs of teaching, research and administration as required by the individual host organisation - Can adapt and tailor teaching, training, coaching or mentoring practice in response to resources available, audience needs, and current concepts - Collaborates with others in the field and contributes to large-scale projects and incorporation of multi-disciplinary data - Can manage and effectively resolve conflicts of interest and competing priorities of funders, research project partners and other stakeholders
Perception of professional context	- Application of effective teaching, training and development at a variety of scales. Uses effective quality assurance systems of the impact of teaching, training and development on intended audiences and/or client groups - Demonstrates understanding of the significance of research projects and the potential reach and actual impact of research project outcomes on audiences and/or client groups at regional, national and international scales - Effectively promotes the values and influence of the profession including the values of the Institute - Outline the impact of research projects and outcomes on business and/or institutional performance - Demonstrates professional judgement and ethical behaviour across a wide variety of complex situations, supporting and encouraging others to do the same

Those applying at Practitioner (PCIfA) should use the main competence matrix.