



The Australian Archaeology Skills Passport Assessor Guidelines

Introduction

The Australian National Committee for Archaeology Teaching and Learning (ANCATL) is proud to launch the first iteration of the Australian Archaeology Skills Passport in 2020. In the same way that a passport shows where you have been on your travels, so too does a skills passport; it provides a record of your journey through your archaeological training. It also offers advice on the next steps in your professional journey. Based on the highly successful UK model developed by David Connolly, our approach has been broad-scale, integrative and discipline wide. Informed by the continuing skills gaps identified in ANCATL's Profiling the Profession surveys, the passport provides greater transparency to trainers, students and employers on what practical skills are needed within the discipline and when and how these are to be provisioned. This booklet provides additional resources for those considering whether they are suitable to act as assessors and how to go about the task.

Acting as an assessor

The Australian Archaeology Skills Passport is designed to provide a formalised way of tracking skills training and experience. When a candidate is interested in getting skills experience recorded in the passport, they should approach you, the assessor, before the start of the training/fieldwork and confirm that you are willing and able to assess them for that particular skill. There is no obligation for you to complete an assessment and it is up to you to decide whether you can act as an assessor. Please do remember that the passport is based on an honours system and you will be recording your name against your assessment.

In considering whether you can act as an assessor, ask yourself: do I fully understand the skill I intend to assess? An example to consider is photography:

- Have you done much archaeological photography yourself?
- Are you confident in being able to demonstrate this skill in the field or laboratory?
- Have the images been accepted by your peers?
- Can you answer all relevant questions relating to this skill?

Completing an assessment

When completing an assessment, the primary consideration should be the genuine ability of the person. Signing someone off at a higher level than they demonstrate does not help them nor the long-term sustainability of the discipline. There are three levels which we have suggested for each skill: that a candidate can complete the task only under full supervision, under moderate supervision, or under no supervision. Specific outcomes under each of these levels are provided on the skills sheets, available from: <https://australianarchaeologicalassociation.com.au/skillspassport/>. The candidate should provide you with either a hard copy before the day of the assessment.

It is not expected that all candidates will master each skill quickly, nor that everyone will learn at the same pace. The progression of skills capacity is recorded in the passport through multiple assessments of each skill through time. A candidate should aim to be assessed in a specific skill four times over a five-year period.

Finally, we would like to thank you for contributing to the training of our archaeological community. Your involvement is helping to ensure that our discipline remains innovative and resilient into the future.

Dr Georgia Roberts and Melissa Marshall
ANCATL Co-chairs 2020

