

End-point assessment plan for Cultural Heritage Conservation Technician apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0611	4	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Cultural Heritage Conservation Technician apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Cultural Heritage Conservation Technician apprentices, their employers and training providers. Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessors as necessary.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting a maximum of 9 month(s), beginning when the apprentice has met the EPA gateway requirements.

The EPA consists of 2 distinct assessment methods: professional discussion and a project.

The individual assessment methods will have the following grades:

Professional Discussion

- Fail
- Pass
- Distinction

Project

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship grades:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically, 24 months)	<p>Training to develop the occupational standard's knowledge, skills and behaviours.</p>
End Point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • Apprentices must complete a portfolio which will contain evidence from work the apprentice has undertaken during the term of their apprenticeship. Evidence is to include project evidence which supports the specific KSBs being assessed via the professional discussion method. The portfolio is not being assessed in itself but is being used to inform the professional discussion. <i>Full description available in the EPA.</i> • Apprentices must also complete a project proposal which details the subject of their Project which they will submit, including details of the Project and confirmation of their involvement. <i>Full description available on page 9.</i> • English/mathematics held at Level 2. Apprentices without Level 2 English & Maths will be required to achieve this level prior to taking their end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language. • Employers work with the training provider to assess when the apprentice is able to demonstrate the required knowledge, skills and behaviours outlined in the Standard. The employer will have the final say on whether the apprentice is ready for the EPA.
End Point Assessment (which can take up to a maximum of 9 months)	<ul style="list-style-type: none"> • Assessment Method 1: Professional discussion • Assessment Method 2: Project

Length of end-point assessment period

The EPA (including all assessment methods) must be completed within 9 months of the first part of the end-point assessment commencing and within the total EPA period.

Any supporting material required for the EPA should be submitted no later than 1 week after the start of the EPA period.

If an EPA assessment method is failed, it should be retaken within the EPA period and in-line with the requirements set out in this assessment plan.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and mathematics qualifications at level 2. Apprentices without Level 2 English & Maths will be required to achieve this level prior to taking their end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.
- A portfolio of evidence. Apprentices will then need to have completed the 'Portfolio', this must be signed off by the employer to verify that the work is the apprentice's own and be submitted to the EPAO. The full requirements of the portfolio are outlined on pages 5 and 6.
- A project proposal. Apprentices will also need to have completed a project proposal which details the project which they will submit as part of the EPA. This should be signed off by the employer to verify that the work is the apprentice's own and be submitted to the EPAO. The full requirements of the project proposal are outlined on page 9.

Assessment Methods

Order of assessment methods

The assessment methods can be delivered in any order. It would be expected that both the Professional discussion and the Q&A associated with the Project would take place on the same day.

Assessment Method 1: Professional discussion

Overview

This assessment will take the form of a professional discussion. Apprentices will submit a portfolio containing evidence linked to the specific KSBs being assessed by this method. The portfolio will be used by the independent assessor to identify appropriate questions from the question bank.. The independent assessor may also generate their own additional questions to ensure that the specific nature of the candidate's work can be questioned and understood. In responding to these questions, candidates are expected to refer to their portfolio, enabling them to provide evidence of work undertaken and demonstrate how they have appropriately understood and applied the KSBs being assessed.

The discussion must cover the KSBs assigned to this assessment method. It will involve questions that will focus on work the apprentice has undertaken during their apprenticeship as well as problem solving and wider questioning to test the apprentices' underpinning knowledge.

NB: the portfolio is not to be assessed in itself but is to be used as the basis of the professional discussion.

The professional discussion can take place in any of the following:

- employer's premises
- any other premises chosen and deemed suitable by the EPAO

Rationale: This assessment method is deemed appropriate, as it is an effective way of enabling candidates to cover a wide range of KSB in an effective and efficient way. Linking it back to specific work the candidate has undertaken through the portfolio will allow the EPAO to effectively determine whether the candidate is working at the appropriate level by enabling them to draw upon examples of real work they have undertaken which they can use to demonstrate their practical skills, behaviours as well as their underpinning knowledge.

Portfolio

Within one week of passing the 'Gateway' , apprentices must submit their portfolio to the EPAO. This will detail each of the KSB being assessed by this method and will detail the evidence the apprentice

will be able to draw from during the discussion. The portfolio will be reviewed by the EPAO to ensure that sufficient evidence has been provided and this review will determine the questions that will be selected for the professional discussion.

Apprentices could choose to submit this evidence in a way which suits their own personal learning style, such as by:

- **Hard copy portfolio:** A physical folder which the apprentice can run through during the questioning to show examples of the work.

or

- **Digital portfolio:** Apprentices may choose to produce this on their computer, provided they are able to share this easily. This could either be completed using presentation software, or other suitable method depending on the apprentice, provided it can be easily assessed. EPAOs may choose to use their own online portfolio system to support this if they choose.

The apprentice can supply evidence from as many projects as they wish. Evidence must be drawn from at least 4 projects which the apprentice has worked on during the apprenticeship.

The portfolio is expected to contain:

- Product Evidence, images of physical objects / collections
- Physical Objects or assessment reports from projects they have undertaken
- Witness Testimonies from colleagues, clients or senior managers
- Evidence of communications
- Images or videos of work undertaken
- Case studies or reflective accounts of projects.
- Reflective accounts and self-evaluations are not permitted as evidence.

Delivery and structure of the discussion

This will be a professional discussion between the apprentice and the Independent Assessor to establish the apprentice's understanding and application of knowledge, skills and behaviours assigned to this assessment method.

The professional discussion must last for 120 minutes. The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with additional needs, for example where signing services are required.

During the discussion, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. The independent assessor will ask at least 15 open competency-based questions to the apprentices chosen from the question bank (which may link to multiple KSB criteria). The independent assessor may ask up to 20 additional questions to clarify their understanding of a particular criteria. Follow up questions are also permitted to ensure the apprentice

has understood the question and to seek additional information that the apprentice might present to enable them to meet the pass or distinction levels (see Grading section).

Questioning must cover the following areas:

- Professional judgement and ethics
- Continuing professional development
- Health & safety and compliance issues
- Assessment of cultural heritage
- Knowledge or technical language and underpinning conservation theory
- Material knowledge related to area of practice of the apprentice
- Technical skills
- Analysis and interpretation of data
- Assessment of prior work
- Protocols and policies of workplace
- Working relationships

When answering questions, apprentices must refer to evidence contained in their portfolio to demonstrate that they have understood and have been able to apply the criteria to a real working situation. *NB: the evidence in the portfolio will not be assessed. The independent assessor will ensure the evidence presented in the portfolio is valid and authentic, however ultimately it is only the apprentice's answers to the questions as part of the professional discussion which will be assessed and graded.*

Reporting

The independent assessor must use the assessment tools (e.g. the assessment report) and procedures that are set by the EPAO to record the professional discussion. Professional discussions may be recorded with the express permission of the apprentice to support the independent assessor in writing up the report following the discussion.

Venue

The professional discussion should take place in a quiet room, free from distractions. Both the assessor and the apprentices is expected to have access to the portfolio during the professional discussion. If an apprentice has chosen to have a digital portfolio then they must have the appropriate facilities to refer to this during the professional discussion. In most cases it would be expected that the professional discussion would take place at the employers' premises. However, any other location may be chosen if deemed suitable by the EPAO.

Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the

underpinning knowledge, skills and behaviours, must be varied yet allow for consistent assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- 1) **Assessment report:** The EPAO must also develop an appropriate 'Assessment report', where the summary of assessment decisions can be outlined for the professional discussion. This will be used as the basis of moderation and the recording of final assessment decisions.
- 2) **Question bank:** A question bank should be developed by the EPAO. This should include standard questions which can be used for each of the KSB for which the apprentice will be providing responses to. The question bank should contain multiple questions for each KSB criteria being assessed to help reduce predictability. This question bank should be reviewed as part of the standardisation and internal verification process..

Assessment Method 2: Project and Q&A

Overview

Apprentices are expected to complete the project based on one specific object, collection or area of work which the candidate has worked on during the term of their apprenticeship. This is equally applicable if the candidate has worked as a Cultural Heritage Conservation Technician within any area of conservation. The project is to be compiled after the apprentice has gone through the Gateway process.

The Project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. The EPAO will develop project briefs as guidance which will be shared with the Apprentice to help them identify the type of project which is suitable. The Apprentice will then develop this into a project proposal which is shared with the EPAO within two weeks of passing the gateway so that the EPAO can sign-off the project title and scope of the project to confirm its suitability prior to the project commencing. The project's subject, title and scope will be agreed between the employer, apprentice, and the EPAO. The apprentice will draft the project proposal, the employer will ensure it has a real business application, and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method).

The Project proposal should be no longer than 1 side of A4, and include the following detail.

- Title of project
- Dates of the project (which must be after the gateway)
- Brief overview of the project (no more than two hundred words)

- Confirmation from the employer that the project proposal is the candidates own

Rationale: This assessment method has been chosen as fundamentally it is aligned to what the apprentices will be doing on a day to day basis. It will allow apprentices to go into detail about a project which they have worked on, enabling them to demonstrate their underpinning knowledge, material knowledge and their role in the decision making in a specific project.

Delivery

Apprentices will conduct a project in the form of a report.

The Project is compiled after the apprentice has gone through the Gateway process. The apprentice will conduct their project and submit it to the EPAO after a maximum of 20 week(s) of the project start date. The project start date would be no more than one week after the project title has been agreed. The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the Project, the apprentice should be subject to the supervision arrangements outlined below:

- Apprentices will need to be supported from the EPAO and employer in identifying the suitable projects for their report to ensure that it is of sufficient depth, however the topic will ultimately be selected by the apprentice. employer .

The project should be submitted electronically.

The Project may be based on a specific activity the apprentice has worked on following the Gateway. . Apprentices must select a project in which they are able to evidence their role in the decision making. (, The project must relate to practical projects (such as the implementation of preventive measures, or the undertaking of basic treatment).

The Project should be written up on a template produced by the EPAO which must as a minimum include the following 5 sections.

- 1) Introduction:** providing a brief overview of the project, its start and end dates and the apprentice's role within the project.
KSB Assessed: K1
- 2) Assessment of cultural heritage:** Apprentices are expected to show images and text to demonstrate their initial assessment of the project drawing out their technical understanding of the cultural, historic and spiritual context of the project as well as their knowledge of materials within their care. This will allow the apprentice to draw out their underpinning knowledge, as well as show how they are able to relate their underpinning theoretical knowledge of conservation practice to their work.
KSB Assessed: K1, K2, K7, K8, K10, S3

- 3) Options and strategies:** This will detail the varying options which the apprentice proposed for their work, again allowing them to draw out their knowledge of materials and structures.
KSB Assessed: S4, S5
- 4) Conservation Measures:** Detailing the work undertaken by the apprentice.
KSB Assessed: S1, S6, S8, S9
- 5) Reflection:** Allowing the apprentice to reflect on the relative success of their project, giving them the opportunity to consider how they might approach the project differently, or what they would take from their experience of this project into future areas of work.
KSB Assessed: S9

The Project will be conducted as set out here:

- This is to be based on a report template which has been prepared by the EPAO and will cover the full life cycle of the project, enabling the apprentice to draw out evidence of their work which meets the criteria. The report can be up to 1,250 words (+/- 10%) including appendices.
- The apprentice should use images with explanatory text to explain the project and their involvement in the project from start to end.
- When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Marking

The independent assessor will review and mark the project in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Other relevant information

The Project will be followed-up by a question and answer session of 30 minutes (+ 10% at the independent assessor's discretion). The independent assessor may ask up to 15 questions. Questions are intended to check the apprentice's knowledge and to provide additional detail to contribute to the assessment and grading of this method. Candidates will not be able to move from fail to pass on the basis of the discussion. Questions will be generated by the independent assessor in response to the specific projects, which the apprentice has written up.

Questioning will be documented in the 'assessment report' to ensure it can be verified. Questioning as part of the project will form part of the standardisation meetings. Questioning is expected to take place face to face. It is expected that this will happen on the same day as the professional discussion.

Required supporting material

EPAOs will produce the following material to support this assessment method:

- Project Template: An electronic form which the candidates can use to complete the project. EPAOs are expected to base this on standard computer software. If the EPAO chooses to use an online system of submission, this must allow apprentices to save their work and upload additional documentation such as images to the appropriate sections of the report.
- Marking Guidance: this will detail the specific criteria that independent assessors must use to mark the apprentices work.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade. Candidates must pass all criteria in both assessment methods in order to pass. In order to be offered a distinction, candidates must have met all distinction criteria across both assessment methods in order for a distinction to be awarded (See Grading Section below).

Grading

Assessment Method 1: Professional discussion

KSBs	Name of grade	Grade descriptor
B1, B2, B3, B4, B5 K3, K4, K5, K6, K8 K9, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21 S2, S10, S11, S12, S13, S14, S15	Distinction	<p>The apprentice must meet all of the 'pass' criteria. To achieve a distinction, all criteria must be met at the distinction level. The apprentice must be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate that they are able to identify complex or non-routine work processes (B4) 2. Demonstrate that they are able to explain complex and non-routine concepts clearly to colleagues, other professionals and members of the public (B5) 3. Identify how they might change their course of action in the future for similar projects (K11) 4. Explain how information taken from specialist recording equipment has impacted on the course of action chosen for an object or collection (K13) 5. Evaluate the success of CPD activities to identify further learning opportunities to help meet professional development goal (K16, K17) 6. Apply differing learning styles to different development needs and explain why the method was appropriate for the specific activity referencing time, budget and the nature of the learning (K18) 7. Reference specific codes of practice and relate their application to their area of work (K19, S14, S15, B1,

		B2)
	Pass	<p>In order to achieve a 'pass' the apprentice must be able to discuss with reference to work undertaken, all KSB criteria mapped to this method. All KSB criteria must be passed in order for a pass to be given overall. To achieve this level, the apprentice must be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the application of their workplace's health and safety policies associated with their areas of work, these may include COSHH, working at heights, handling heavy objects (B3, K15) 2. Demonstrate that they are able to work to meet deadlines and are able to communicate the progress of their work to colleagues (B4) 3. Demonstrates that they communicate clearly with colleagues keeping them up to date with the progress of their work (B5) 4. Describe the ten agents of deterioration, giving examples of how they are related to their work (K4) 5. Describe the difference between active and historic deterioration with reference to their work (K5) 6. Explain the relevant statutory, quality and policy standards related to their own specialist area (K6) 7. I 8. Describe the range of treatments and conservation measures that would be carried out within their area of practice (K9) 9. Demonstrate how they have evaluated the success of work they have completed (K11) 10. Explain how they are able to set up and use specialist equipment that they need to use to perform their job role (K12) 11. Explain how to record data using specialist equipment (K13) 12. Describe the processes for record keeping within place of work (K14) 13. Explain what information should be in a CPD log. This should include: Reflection on skills needs, identifying activities, setting targets and reflecting on the activity (K16, K17) 14. Describe at least three differing learning styles, and able to describe what works for them(K18) 15. Describe how they apply codes of practice and

		<p>ethics related to area of practice. (K19, S14, S15, B1, B2)</p> <p>16. Describe the most relevant professional body's code of conduct and explain how it would apply to their own area of work (K20)</p> <p>17. Demonstrate that they understand the limits of their own understanding, and shows how they work with other colleagues to agree appropriate courses of action (K21)</p> <p>18. Demonstrate that they are able to handle objects to specified guidelines, and explain the specific guidelines and policies they are referring to (S2, K3)</p> <p>19. Describe instances in which they have provided advice and guidance related to their work. This may relate to the aftercare after a treatment, or explaining the work they have undertaken through documentation or demonstration (S10)</p> <p>20. Demonstrate that they complete tasks within the time allocated to them (S11)</p> <p>21. Explain how they keep on top of current thinking in area of practice, describing clearly how they have developed this knowledge. (S12)</p> <p>22. Describes how they have practiced and developed their skills in line with current practice (S13)</p>
	Fail	<p>1. Fails to provide evidence of meeting the pass criteria.</p>

Assessment Method 2: Project

KSBs	Name of grade	Grade descriptor
K1, K2, K7, K8, K10 S1, S3, S4, S5, S6, S8, S9	Distinction	<p>The apprentice must meet all of the 'pass' criteria. To achieve a distinction, all criteria must be met at the distinction level. The apprentice must be able to:</p> <ol style="list-style-type: none"> 1. Explain the context in which they are working and how this may impact on the environment in which the work is being carried out (K2) 2. Describe the impact on an object or collection of not being subject to appropriate environmental conditions (K8) 3. Explain the impact of baseline estimates not being

		<p>met (K10)</p> <ol style="list-style-type: none"> 4. Describe ways to mitigate the risks to objects within their care (S3) 5. Demonstrate how they have applied previous knowledge and experience, and the work of others to inform decision making when selecting methods and materials for their work to objects / collections. (S4) 6. Explain how information gained from testing has impacted on the course of action chosen for an object or collection (S5) 7. Demonstrate technical capability to carry out work on projects which are complex (Technically, require the marshalling of a wide range of resources, present value conflicts or require choices between options which lead to different outcomes) (S6)
	<p>Pass</p>	<p>All KSB criteria mapped to this method must be passed in order for a pass to be given overall. To achieve this level, the apprentice must be able to:</p> <ol style="list-style-type: none"> 1. Explain the cultural, historic and spiritual context of objects and structures within their care (K1) 2. Explain the wider context in which their work is carried out (K2) 3. Describe the material, structure and use of objects within their care (K7) 4. Explain how they identify appropriate environmental conditions for objects within their care. This may include lux, relative humidity and temperature (K8) 5. Demonstrate that they can identify the appropriate timeframe and resources required to complete their work (K10) 6. Demonstrate that they have consistently used the appropriate technical language in the course of their work (S1) 7. Assess and identify the condition and risks to an object (S3) 8. Explain how their assessment of objects / collections combined with their underpinning knowledge is used to select the appropriate course of action (S4) 9. Demonstrate that they are able carry out tests taking into account the materials and significance of

		<p>the object / collections (S5)</p> <p>10. Shows technical capability to carry out work on projects which are routine (S6)</p> <p>11. Describe how they select the appropriate tools and equipment required for a project (S7)</p> <p>12. Demonstrate that they complete and maintain records of work to a recognised standard (S8)</p> <p>13. Demonstrate how strategies can be put in place to mitigate risks to objects / collections in their care. Is able to reference and explain how to complete appropriate legal documentation (S9)</p>
	Fail	<p>1. Fails to provide evidence of meeting the pass criteria.</p>

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Apprentices must pass both assessment methods in order to achieve an overall 'pass'. A 'distinction' must be achieved in both assessment methods for an overall 'distinction' to be awarded. Both assessment methods have equal weighting in the overall grade.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Professional Discussion	Project	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Fail	Fail
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • complete the on-programme element of the apprenticeship • prepare for and complete the EPA
Employer	<ul style="list-style-type: none"> • identify when the apprentice is ready to pass the gateway and undertake their EPA • notify the EPAO that the apprentice has passed the gateway
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) • be an Accredited Conservator Restorer (ACR) recognised by the Institute of Conservation.
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- Appoint independent assessors who have knowledge of the following areas:
Independent assessors must have the following:
 - be a trained assessor with recognised assessment qualification
 - be an Accredited Conservator Restorer (ACR), recognised by the Institute of Conservation.
 - currently practising as a conservator or senior conservation technician and able to demonstrate at least ten years of practice in the field.
 - the assessor must be able to demonstrate an appropriate level of knowledge of the specialism / sector in which the apprentice is working. This means direct experience of the area of practice in a professional context. E.g. if apprentices are working in furniture conservation technicians, then the assessor must have professional practice working in furniture conservation in the last five years.
 - have a sound understanding of the cultural heritage conservation technician apprenticeship standard.
 - no relationship with the apprentice or the employer.

- Appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last three years or significant experience of the occupation/sector.

- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading

- Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.

- Operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

- Ensure all assessors attend a standardisation meeting at least once per year

Re-sits and retakes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction. Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

Affordability of the EPA will be ensured by using at least some of the following practice:

- using an employer's premises
- use of a project report will reduce costs
- holding assessments on the same day, with the same assessor where possible
- holding both the Professional discussion and the Q&A associated with the project on the same day

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making Reasonable Adjustments for this standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of KSBs

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	The cultural, historic, and spiritual context of objects and structures and how to operate within these frameworks. Examples might include work on human remains or objects of religious significance (e.g. not using materials derived from pigs on Jewish or Islamic objects)	Project
K2	The wider heritage contexts in which conservation is carried out and how conservation practices and their heritage context can affect one another	Project
K3	The handling procedures and equipment that might be required e.g. in moving collections or objects or differing options for digital archives	Professional Discussion
K4	Agents of deterioration	Professional Discussion
K5	The difference between active and historic deterioration	Professional Discussion
K6	Relevant statutory, quality and policy standards within own area of work	Professional Discussion
K7	Different materials, structure and use of objects and structures in their care e.g., the different structures of books from a range of time periods and geographical areas, particularly in relation to display requirements and digitisation	Project
K8	Appropriate environmental conditions for the objects in their care.	Project
K9	The range of conservation measures from preventive care to interventive treatment carried out within area of practice	Professional Discussion
K10	Baseline estimates of the time and resources needed to complete each task	Project
K11	How to evaluate methods for achieving the aims and deliverables	Professional Discussion
K12	How to use specialist equipment. e.g. those used for environmental monitoring or training in software and coding	Professional Discussion

	for time-based media	
K13	How to record data using specialist equipment	Professional Discussion
K14	The importance of record keeping and data management procedures in their work	Professional Discussion
K15	Legal requirements and obligations relating to health and safety, employment and contract law and international agreements e.g. such as the regulations surrounding use of in the use of specific chemicals used in the routine cleaning of objects	Professional Discussion
K16	How to develop a personal development plan for learning and self-development with realistic but challenging objectives	Professional Discussion
K17	How to keep a CPD log	Professional Discussion
K18	How to select and apply appropriate learning techniques and methods	Professional Discussion
K19	Professional judgement and ethical behaviour in their area of practice	Professional Discussion
K20	The appropriate professional body's code of conduct and how to observe it in the workplace	Professional Discussion
K21	The limits of their own understanding, abilities and responsibilities, and how to practice within them. i.e. when to seek support of the qualified conservator	Professional Discussion
Skills		
S1	Use technical information in the course of practical projects.	Project
S2	Handle objects (such as sculpture and textiles) according to the specified handling guidelines for the item, or where these are not available, according to the requirements of experienced colleagues	Professional Discussion
S3	Assess condition and possible risks to an item in collaboration with supervisor	Project
S4	In consultation with a conservator, select methods and materials appropriate to the object and the work to be carried out e.g. to process digital artworks, to clean objects	Project
S5	Test methods for effectiveness before implementing them e.g. Use of monitoring equipment to check storage conditions	Project

	or checking software for digital art	
S6	Carry out interventive or preventive conservation measures in agreement with supervisor. This could be cleaning of objects and historic interiors, monitoring insect pests in collections or more specific tasks such as condition checking the resolution of digital artwork to assess correct equipment or adjust coding	Project
S7	Select tools and equipment related to the brief e.g. in the dry cleaning of an object, the choice between a soft brush, or a chemical sponge or conservation vacuum cleaner	Project
S8	Complete and maintain records. This could also include records of interventive treatments, pest management programmes, environmental conditions and object locations as well as on the instillation, play methods and archiving of digital art	Project
S9	Carry out procedures for risk assessment, management, and mitigation	Project
S10	Provide information and advice through demonstration and explanations	Professional Discussion
S11	Prioritise and plan own workload	Professional Discussion
S12	Remain current with advances in the body of knowledge and conservation practice for the specific field	Professional Discussion
S13	Maintain, improve and develop their skills	Professional Discussion
S14	Be responsible and apply professional ethics in the execution of their practical work	Professional Discussion
S15	Be responsible and apply professional ethics in dealings with the public, employers, clients, and colleagues	Professional Discussion
Behaviours		
B1	Show ethical principles in their work	Professional Discussion
B2	Exercise of judgement and good practice in undertaking conservation work	Professional Discussion
B3	Be health and safety conscious in terms of behaviours individually and towards others	Professional Discussion
B4	Display a strong work ethic enabling them to work effectively as individuals and as part of a team	Professional Discussion
B5	Demonstrate strong communication skills with people across	Professional Discussion

	their organisation, other professionals, and members of the public	
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