**Institute for Apprenticeships
& Technical Education**

End-point assessment plan for Historic Environment Advice Assistant apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0749	4	No

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Historic Environment Advice Assistant 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 Historic Environment Advice Assistant 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 assessor 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 3 month(s), beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Professional discussion supported by portfolio

· Pass
· Fail
· Distinction

Assessment method 2: Project with Q&A

· Pass
· Fail
· Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

· Pass
· Fail
· Distinction

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End-point Assessment Gateway	●Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. ●Apprentice has submitted a complete portfolio of evidence attesting to the above. ●English/mathematics Level 2 Prior to the Gateway decision, the following will be required: ●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. ●English/ Mathematics held at Level 2. Apprentices without Level 2 English & Mathematics 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 Mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.
End Point Assessment (which would typically take 3 months)	Assessment Method 1: Professional discussion supported by portfolio With the following grades: · Pass · Fail · Distinction Assessment Method 2: Project with Q&A With the following grades: · Pass · Fail · Distinction
Professional recognition	Aligns with recognition by: ● Chartered Institute for Archaeologists ● Chartered Institute for Building ● Institute for Historic Building Conservation

Length of end-point assessment period

The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has passed the EPA gateway.

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.

Order of assessment methods

The assessment methods can be delivered in any order.

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 making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

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 at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For Professional discussion supported by portfolio, the apprentice will be required to submit:

- A portfolio of evidence of their on-programme work and training before advancing to the Gateway. The portfolio will be a valuable tool for apprentices and supervisory staff to chart progress through the standard, and will also inform the professional discussion, but not be directly assessed itself.

- The apprentice will add evidence to their portfolio against each duty as they progress through their work and training, clearly showing how they demonstrate all of the relevant knowledge, skills and behaviours required for the themes that are being assessed by the professional discussion method.

- For each duty a variety of forms of evidence are desirable, such as work products, case studies, or written/ recorded reports on professional activities, meetings or project work produced by the apprentice themselves. Reflective accounts will not be accepted as a valid form of evidence in the portfolio. The direct primary evidence from the apprentices will be supported by at least one witness testimony from line managers or senior colleagues for each duty.

- The portfolio is expected to contain:
  - Work products: this includes evidence such as formal reports, emails, or minutes of meetings that demonstrate competence in KSBs for different duties. Copies of certificates and licenses are also acceptable, as are training materials and transcripts of tasks completed as part of off-the-job training.
  - Case studies and reports: these might include non-reflective summaries and précis of project work conducted by the apprentice.
  - Images, video or audio recordings to document or supplement work undertaken.
  - Witness testimonies from Line Managers, Colleagues, Clients or Senior Managers.

- The employer will ensure that they regularly review the portfolio together with the apprentice, assessing the validity and authenticity of the evidence provided. The process of regular review will enable Employers, Apprentices and Training Providers to identity further on-programme training needs, help enable the Apprentice to decide when the portfolio is complete, and will inform the Employer's decision on whether the Apprentice has reached the Gateway. Encouraging this level of supervision from the Employer will be most effective to ensure that Employers understand and are familiar with the standard and its assessment.

- Apprentices will be encouraged to use a either a digital e-portfolio platform or compile a hard copy portfolio to collect and log their evidence. Evidence may take several forms as outlined above, and may comprise written, recorded audio/ visual files, as best suit the preferred learning style of the apprentice. Apprentices will be required to bring their portfolio to the Professional Discussion, whether through online access or printed hard copy, and will be encouraged to refer to it during Professional Discussion to illustrate their answers.

- Within the portfolio, the apprentice can supply evidence from as many projects or duty/ work areas as they wish. Evidence must be drawn from a range of different projects which the Apprentice has worked on during the Apprenticeship.

- Through the portfolio produced by the apprentice during on-programme learning Employers and Training Providers can regularly monitor their progress and refer to the portfolio in Apprentice progress meetings.

- Whilst the portfolio itself will not be directly assessed, its contents can be used to inform assessment by Professional Discussion. Reference to the portfolio during discussion will help both the Assessor in structuring their questions and the Apprentice to illustrate and reinforce their answers.

For Project with Q&A:

- no specific requirements

Assessment methods

Assessment Method 1: Professional discussion supported by portfolio (This method has 1 component)

Method 1 Component 1: Professional discussion

Overview
This assessment will take the form of a Professional Discussion, structured in a standardised manner which will allow the Apprentice to demonstrate their competence in all duties and KSBs assigned to this assessment method. The professional discussion can take place in any of the following:

· employer's premises
· a suitable venue selected by the EPAO (e.g. a training provider's premises)

The rationale for this assessment method is:

A professional discussion supported by a portfolio will be an effective way by which apprentices can demonstrate, in a holistic and synoptic way, a wide range of evidence against the KSBs being assessed via this method.

Professional discussion is chosen as a primary method of assessment as it most effectively reproduces the professional context of an advisory role: in their day to-to-day work apprentices will be required to retain, recall and verbally communicate a significant volume of complex technical information to colleagues and stakeholders through regular professional discussions.

Delivery
The professional discussion will be conducted as set out here:

At the gateway, and prior to the professional discussion, apprentices must have submitted a portfolio of evidence to the EPAO. It is for the Apprentice, in discussion with their Employer, to decide when the portfolio is complete and ready for submission. Submission of the portfolio will mark the Gateway point. The evidence collected in the portfolio should cover all of the KSBs assigned to the professional discussion assessment method.

4 weeks must be allowed between submission of the portfolio and the Professional Discussion. This allows the Assessor 2 weeks to review the portfolio and produce their proposed assessment plan for the Professional Discussion and send it to the apprentice: the proposed assessment plan makes clear all roles and responsibilities as they pertain to professional discussion, and confirms with the Apprentice the KSBs that will be assessed by this method (as mapped within this assessment plan).2 weeks must then be allowed between the assessor sharing the assessment plan for Professional Discussion with the Apprentice and the Professional Discussion itself.

Both the Apprentice and the Assessor can refer to the portfolio in discussion to support their answers and question in discussion.

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent 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 appropriate needs, for example where signing services are required.

In keeping with consistency guidelines from the IfA, to conduct the professional discussion, assessors will select from a bank of standardised questions provided by the EPAO. The questions will be a mix of factual, open, problem-solving and scenario-based primary questions, phrased in uniform structure and plain language.

The questions will be sufficiently open that they allow the apprentice to cover a range of themes and KSBs assigned to this method in their answer, and not so specific to individual KSBs as to enable the apprentice to easily predict the questions they will be asked. Apprentices should be encouraged to give full and detailed answers and employ examples to support them.

The question bank will also include a range of secondary qualifying and probing questions that assessors will use to elicit more detail or clarity in the apprentice's answer.

In order to ensure standardisation, the Independent Assessor will ask 10 primary questions from the EPAO question bank, ensuring that they cover all knowledge skill and behaviour themes assigned to professional discussion. The Independent Assessor will choose factual questions for each knowledge themes (4 themes), and open and scenario questions for skills (4 themes) and behaviours (7 themes), but will ask secondary probing and qualifying questions from the question bank to help relate the question to the evidence in the apprentice's portfolio or to clarify their understanding of a particular criteria. The additional 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).

Structure of the Discussion
Follow up questions are permitted to ensure the Apprentice has understood the question and to seek additional information that the Apprentice might present evidence they are working at the distinction level (see Grading section).

Core themes to be assessed in Professional Discussion:

Knowledge Themes:
• Communication and networks: K1, K2, K8
• Policy and Procedure: K4, K5, K6, K9, K10, K11
• Subject and context knowledge: K7, K14
• Learning and Development: K13

Skills themes:
• Team and people skills: S1, S12
• Technical Skills: Fieldwork: S15, S16
• Data and Records: S11, S14
• Public impact: S13

Behaviours themes:
- Health and Safety: B1
- Focus and Detail: B2
- Problem Solving and negotiation: B3
- Quality and CPD: B4
- Team and solo working: B5
- Communicating with others: B6
- Significance, integrity and ethics: B7

When answering questions, Apprentices must articulate clearly their understanding of the terms and scope of each question, and provide evidence in their answers that demonstrates their competence in the KSBs in question. When an Apprentice is able to identify the KSBs that they are being asked about, they may refer to the portfolio to provide examples of work they have done to illustrate their answers to question.

Reporting

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion to enable the creation of the assessment report. In addition to this, discussions may be audio/video recorded with the express permission of the Apprentice to support the Assessor in writing up the assessment report following the discussion.

The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

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 the EPAO must review it regularly (and at least once a year) to ensure that it, and its contents, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow 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 discussion 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 will be outlined from 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 duty and accordant KSBs being assessed to help reduce predictability. This question bank should be reviewed as part of the standardisation and internal verification process. The assessors will ask follow-up and

qualifying questions to ensure the apprentice has fully understood and to seek fuller answers which may support the distinction criteria.

Assessment Method 2: Project with Q&A (This method has 1 component)

Method 2 Component 1: Project with Q&A

Overview
The project is compiled after the apprentice has gone through the Gateway process.

The work-based 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. Therefore the project's subject, title and scope will be agreed between the employer and the EPAO. 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 assignment to this assessment method). The EPAO should sign-off the project title, subject and scope to confirm its suitability prior to the project commencing.

The rationale for this assessment method is:

The Historic Environment Advice Assistant role is such that work is often on a casework or project basis. Using a project as an assessment method after the gateway will allow apprentices to demonstrate their competence across a wide range of KSBs for a live brief, that is a real piece of project work carried out for their employer. This will allow assessors to assess each stage of project work from start to finish: from commissioning to project design and plan, conducting site and desk based assessments, applying policy, legislation to their work, evaluation and report writing for example.

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 8 week(s) of the EPA start date.

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:
The employer will be responsible for supervising the project, setting key milestones for the completion of different phases of the project, making sure that the apprentice has sufficient time and the necessary resources to plan and undertake the project. Apprentices should take the lead in delivering the project, but expert support, supervision and assistance should be on hand where required.

The project should be in the form of an electronic submission.

The project may be based on any of the following:

· a real piece of project work carried out for their employer.

As a minimum all projects must include:

No more than two weeks after the Apprentice reaches the Gateway, the employer and the apprentice will agree the title, scope and subject of their project with the EPAO, designed to suit the role of the apprentice within the organisation and the work needs of the employer. The project must be a live brief – a genuine piece of project work that is conducted on behalf of the employer, and subject to the employer's expected standards and quality.

The project should be submitted electronically in the form of a project report that adheres to the employer's house standards, quality and style.

As a minimum all reports must include 5 sections and cover all of the KSBs relevant to this assessment method:

1) Introduction: providing a brief overview of the project covering: start and end dates; the apprentice's role within the project: a summary of issues and challenges in the work: a plan of approach, details of aims and methods.

2) Assessment of historic environment: Apprentices are expected to show, through texts, images, photographs, appendices and any linked information or resources 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 the aspects of historic environment their project addresses. This will allow the apprentice to draw out their underpinning knowledge, as well as show how they are able to relate their underpinning theoretical and practical knowledge to their work.

3) Options and strategies: An appraisal of the various options and strategies which the apprentice may use to address the issues in the project for their work, again allowing them to draw out their knowledge of materials and structures.

4) Advice and recommendations: Detailing the level and type of advice or course of action that the apprentice recommends in light of their assessments. The apprentice must make clear how their advice and recommendations draw upon relevant policy, strategy and legislation to guide their decisions.

5) Critique: 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.

Core KSB themes to be assessed in the Project:

- Structure, systems and processes of project delivery: K3
- Wider context and scope of projects: K12
- Project management systems and processes: S2, S3
- Writing project reports: S4
- Interpreting technical information: S5
- Applying legislation and policy in projects: S6
- Assessing the historic environment: S7
- Evaluating problems and changes: S8

- Applying sector standards: S9
- interpreting and processing data: S10

The apprentice should use images with explanatory text to explain the project and their involvement in the project from start to end.

The project will have a maximum word limit of 1,250, with a tolerance of plus or minus 10% allowed.

Appendices, references, diagrams etc. will not be included in this total.

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The project will be conducted as set out here:

The Project report will be followed-up and supported by a Question and Answer session of 30 minutes (+10% at the assessor's discretion). The assessor may ask up to 15 questions. Questions are intended to act as a supporting or secondary assessment method here, allowing the assessor to ask qualifying questions and address any areas of insufficient evidence in the project report. This is to address KSB's for which the evidence is there but weak.

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 EPAO standardisation meetings. Questioning is expected to take place face to face. It can happen on the same day as the professional discussion if this is appropriate.

The Q&A should take place within two weeks of submission of the report, and before the end of the 3 month EPA period.

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.

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

1) Report template: Adhering to employer's house standard, quality and style, this will cover the full life cycle of the project, enabling the apprentice to draw out evidence of their work which meets the criteria.

2) Marking Guidance: this will detail the specific criteria that assessors must use to mark the apprentices work.

3) Assessment Report: The EPAO must also develop an appropriate 'Assessment Report', where the summary of assessment decisions will be outlined from the Project Q&A. This will be used as the basis of moderation and the recording of final assessment decisions.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Please see the Grading (breakdown) section on page 22 for detailed grade descriptors to support these outline tables.

Assessment method 1: Professional discussion supported by portfolio

KSBs	Fail	Pass	Merit	Distinction
K1,2,4-11,13,14 S1,11-16 B1-7	Fail grade results from failure to identify, understand and explain practical, theoretical and technical components of a given KSB, and failure to evidence examples of applying relevant KSBs in their work.	A pass represents full occupational competence in the occupation. Pass threshold is set identifying, understanding and explaining practical, theoretical and technical components of each KSB, and evidencing examples of applying them in their work.	N/A	Greater proficiency (ie Distinction) will be specific to each KSBs (as detailed in the Grading (breakdown) section) but may for example, be characterized by some of the following higher level competencies: ● Ability to evaluate effectiveness and appropriateness of actions. ● Evaluation, synthesis and critique of multiple issues / perspectives/ documents. ● Addressing complex problems and issues with multiple variables and levels of risk. ● High degree of responsibility and autonomy in decision making and judgment. ● Taking responsibly for others and supporting others and their work.

Assessment method 2: Project with Q&A

KSBs	Fail	Pass	Merit	Distinction
K3, 12 S2-10	Fail grade results from failure to identify, understand and explain practical, theoretical and technical components of a given KSB, and failure to evidence examples of applying relevant KSBs in their work.	A pass represents full occupational competence in the occupation. Pass threshold is set identifying, understanding and explaining practical, theoretical and technical components of each KSB, and evidencing examples of applying them in their work.	N/A	Greater proficiency (ie Distinction) will be specific to each KSBs (as detailed in the Grading (breakdown) section) but may for example, be characterized by some of the following higher level competencies: ● Ability to evaluate effectiveness and appropriateness of actions. ● Evaluation, synthesis and critique of multiple issues / perspectives/ documents. ● Addressing complex problems and issues with multiple variables and levels of risk. ● High degree of responsibility and autonomy in decision making and judgment. ● Taking responsibly for others and supporting others and their work.

Overall EPA grading

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. Distinction for each assessment method is awarded if the Apprentice evidences distinction-level competency for 50% or over of the grading descriptors appropriate to each method. Both assessment methods have equal weighting in the overall grade.

Grading Template: 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

Each assessment method must cover the core themes and KSBs allocated to each method, as outlined above and in the mapping KSBs table. Apprentices must pass all of the core themes and KSBs relevant for a given method in order to pass that assessment method. Apprentices may provide evidence of competence in duties, themes and KSBs that are not core themes for that method during that assessment. In these cases, such evidence can only be used as secondary and supportive, it cannot stand in or make up for competencies not evidenced in their assigned assessment method.

Please refer to the Mapping KSBs table for full details of the core themes and KSBs covered in each assessment method.

Roles and responsibilities

Role	Responsibility
Apprentice	• complete the on-programme element of the apprenticeship • prepare for and complete the EPA
Employer	• 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	As a minimum EPAOs should: • appoint independent assessors to conduct 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 that is communicated to the Apprentice when the EPA process commences
Independent assessor	As a minimum an Independent assessor should: • 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)
Training provider	As a minimum the training provider should: • 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 occupational areas:
  - Be a trained assessor with recognised assessment qualification or be working towards one.
  - 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.
  - Have a sound understanding of the Historic Environment Advice Assistant Level 4 apprenticeship standard.
  - Have 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.
- appoint independent assessors who are competent to deliver the end-point assessment
- 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 and undertake ongoing moderation of assessment decisions.

External Quality Assurance (EQA)

External quality assurance will be provided by the Institute for Apprenticeships.

Re-sits and re-takes

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 aided by using at least some of the following practice:

· using an employer's premises
· assessing multiple apprentices on the same day, with the same assessors where possible.

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as Historic Environment Advice Assistant with:

Chartered Institute for Archaeologists
Chartered Institute for Building

Institute for Historic Building Conservation

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship 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 knowledge, skills and behaviours (KSBs)

Overview table of KSBs and themes

Method:	Professional Discussion	Project + Q&A
Knowledge:	1,2,4,5,6,7,8,9,10,11,13,14	3,12
Skills:	1,11,12,13,14,15,16	2,3,4,5,6,7,8,9,10
Behaviours:	1,2,3,4,5,6,7	
Themes:	- Communication and networks: K1, K2, K8 - Policy and Procedure: K4, K5, K6, K9, K10, K11 - Subject and context knowledge: K7, K14 - Learning and Development: K13 - Team and people skills: S1, S12 - Time and work management: S2, S3 - Technical skills: Writing, interpreting and applying information and documents: S4, S5, S6 - Technical Skills: Fieldwork: S15, S16 - Conduct assessments, evaluate proposals and apply standards: S7, S8, S9 - Using and interpreting Data and Records: S10, S11, S14 - Public impact: S1 - Health and Safety: B1 - Focus and Detail: B2 - Problem Solving and negotiation: B3 - Quality and CPD: B4 - Team and solo working: B5 - Communicating with others: B6 - Significance, integrity and ethics: B7	- Structure, systems and processes of project delivery: K3 - Wider context and scope of projects: K12 - Project management systems and processes: S3 - Writing project reports: S4 - Interpreting technical information: S5 - Applying legislation and policy in projects: S6 - Assessing the historic environment: S7 - Evaluating problems and changes: S8 - Applying sector standards: S9 - interpreting and processing data: S10

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	How to respond to client or public requests and organisational requirements e.g. requests for advice from owners of Listing Buildings, or requests for record information about Listed Buildings from colleagues	Assessment method 1
K2	Knowledge of stakeholder communication methods and strategies and how to maintain honest and constructive relationships.	Assessment method 1
K3	The requirements for projects, including timescales, deadlines, cost implications, and identifying milestones/targets.	Assessment method 2
K4	Heritage policies, frameworks, strategies, and best practice Standards for historic building conservation and archaeological work e.g. National Planning Policy Framework (NPPF), Historic England: Conservation Principles, Policies and Guidance for the sustainable management of the Historic Environment, DCMS: Principles of selection for listing buildings	Assessment method 1
K5	Where and how to find the relevant statutory legislation and other guidance concerning change in the historic environment, e.g. Planning (Listed Buildings and Conservation Areas) Act 1990, Ancient Monuments and Archaeological Areas Act 1979, National Planning Policy Framework, Protection of Wrecks Act 1973, Town and Country Planning (Environmental Impact Assessment) Regulations 2017, Ecclesiastical Exemption Order 2010	Assessment method 1
K6	The Historic Environment conservation principles (BS7913) and other published criteria for assessment and design.	Assessment method 1
K7	The fundamentals of archaeological, landscape or architectural history and building practice and chronology, including a broad understanding and recognition of archaeological site or building types, styles, technologies, materials and periods.	Assessment method 1
K8	The wider context of the historic environment, and the roles and responsibilities of statutory authorities, heritage organisations of all types and specialists, e.g. public, private and third sector organisations, subject specialist networks	Assessment method 1

K9	Documentation used in the identification, management, design or recording of the Historic Environment, e.g. assessments of significance, Local Development Plans, listing and designation statements, desk-based assessments, Historic Environment Records.	Assessment method 1
K10	Compliance processes for the historic environment, including heritage at risk and enforcement.	Assessment method 1
K11	Their employer's health and safety policy and procedures and operational procedures and how those relate to industry standards, and the fundamentals of relevant Health and Safety legislation and construction site Health & Safety. How to recognise and report risks.	Assessment method 1
K12	Their role in the context of the project which they are working, what is required of them, and the implications of the project on the wider context of the historic environment. The limits of their own understanding, abilities and responsibilities, and how to practice within them. The ethical requirements of the relevant professional body.	Assessment method 2
K13	Knowledge of learning and self-development opportunities within the sector and how to develop a personal action plan.	Assessment method 1
K14	How to identify archaeological sites or building types, styles, technologies, materials and periods in practice.	Assessment method 1
Skills		
S1	Work as part of a team and communicate effectively with colleagues, clients and stakeholders	Assessment method 1
S2	Coordinate and administer casework and projects, manage projects for clients or organisations including using systems and processes specific to the historic environment sector.	Assessment method 2
S3	Demonstrate time management skills, prioritise workload, work under pressure and be able to meet critical deadlines.	Assessment method 2
S4	Write reports, specifications and briefs for projects that are complex and non-routine but well defined, e.g. Written Schemes of Investigation, Conservation Management Plans, listing and designation advice, desk-based assessments.	Assessment method 2
S5	Interpret technical information and documents on the historic environment, e.g architectural plans, design and access statements, listed building consent orders.	Assessment method 2

S6	Link, contextualise and apply legislation, policy, standards and guidance to projects, e.g. Planning (Listed Buildings and Conservation Areas) Act 1990, Ancient Monuments and Archaeological Areas Act 1979, National Planning Policy Framework, Protection of Wrecks Act 1973, Town and Country Planning (Environmental Impact Assessment) Regulations 2017, Ecclesiastical Exemption Order 2010	Assessment method 2
S7	Assess and describe the condition of the historic environment, e.g conducting evaluation visits, desk-based assessment, assessments of significance	Assessment method 2
S8	Problem solve and evaluate proposals for change and gauge appropriateness of proposed actions	Assessment method 2
S9	Apply relevant historic environment sector standards to check and review work	Assessment method 2
S10	Identify, compile and process data on the historic environment	Assessment method 2
S11	Review and maintain records on the historic environment in accordance with relevant standards	Assessment method 1
S12	Exercise appropriate judgement and decision making, escalating to/involving others when dealing with complex queries or sensitive cases	Assessment method 1
S13	Recognise the potential for work in the historic environment to deliver public benefit, identify opportunities for research and to deliver new knowledge for society	Assessment method 1
S14	Be responsible for mapping and working to data standards, carrying out information reviews or technical investigation on the historic environment.	Assessment method 1
S15	Work in a variety of outdoor and indoor site types safely, recognise and report risks in order to reduce the risk of incidents	Assessment method 1
S16	Identify and use of range of methods and techniques to identify archaeological sites or building types, styles, technologies, materials and periods in practice.	Assessment method 1
Behaviours		
B1	Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work	Assessment method 1

B2	focus and pay attention to detail	Assessment method 1
B3	Ability to problem-solve and negotiate	Assessment method 1
B4	Commit to quality and their continuous professional development	Assessment method 1
B5	Work effectively individually and as part of a team	Assessment method 1
B6	Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public, in workplace settings, as well as during site visits and stakeholder meetings.	Assessment method 1
B7	Be sensitive to and aware of the significance of the historic environment, and the needs of its stakeholders, being conscious of integrity, honesty and professional ethical requirements	Assessment method 1

Grading (breakdown)

Grade Descriptors for KSBs mapped to Method 1: Professional Discussion

Knowledge criteria mapped to Method 1:

K1: How to respond to client or public requests and organizational requirements e.g. requests for advice from owners of listing buildings, or requests for record information about listed buildings from colleagues.

Pass	Is able to evidence effective responses to requests from a range of external and internal sources eg public request versus private client, internal requests from a range of colleagues at different levels.
Distinction	Is also able to evidence examples of responding to complex and non-routine enquiries.
Fail	Is unable to evidence effective responses to external and internal requests for advice.

K2: Knowledge of stakeholder communication methods and strategies and how to maintain honest and constructive relationships.

Pass	Is able to evidence examples of a range of communication methods and strategies for varied stakeholders.
Distinction	Is also able to evidence examples of maintaining honest and constructive relationships with stakeholders.
Fail	Is unable to evidence examples of communication methods or relationships.

K4: Heritage policies, frameworks, strategies, and best practice Standards for historic building conservation and archaeological work e.g. National Planning Policy Framework (NPPF), Historic England: Conservation Principles, Policies and Guidance for the Sustainable Management of the Historic Environment, DCMS: Principles of Selection for Listing Buildings, BS7913: 2013 Guide for the Conservation of Historic Buildings

Pass	Is able to correctly identify appropriate key policies, frameworks and strategies for both historic building conservation and archaeological work Is able to evidence examples of the direct application of those policies in both historic building conservation and archaeological work.
Distinction	Is also able to work effectively within multiple frameworks and strategies, recognizing multiple perspectives and approaches to complex issues and the limitations, overlap or potential conflict between policies, frameworks and strategies.
Fail	Is unable to correctly identify and apply appropriate key policies, frameworks and strategies for both historic building conservation and archaeological work.

K5: Where and how to find the relevant statutory legislation and other guidance concerning change in the historic environment, e.g. Planning (Listed Buildings and Conservation Areas) Act 1990, Ancient Monuments and Archaeological Areas Act 1979, National Planning Policy Framework, Protection of Wrecks Act 1973, Town and Country Planning (Environmental Impact Assessment) Regulations 2017, Ecclesiastical Exemption Order 2010

Pass	Is able to correctly identify appropriate statutory legislation and other guidance concerning change in the historic environment
Distinction	Is also able to evidence examples of the direct application of legislation and guidance concerning change in the historic environment in their work.
Fail	Is unable to correctly identify and apply appropriate key policies, frameworks and strategies for both historic building conservation and archaeological work

K6: The Historic Environment Guide for the Conservation of Historic Buildings (BS7913: 2013) and other published criteria for assessment and design.

Pass	Is able to correctly identify appropriate principles and published criteria for assessment and design.
Distinction	Is also able to evidence examples of the direct application of those principles and published criteria in their work.
Fail	Is unable to correctly identify and apply appropriate key policies, frameworks and strategies for both historic building conservation and archaeological work.

K7: The fundamentals of archaeological, landscape or architectural history and building practice and chronology, including a broad understanding and recognition of archaeological site or building types, styles, technologies, materials and periods.

Pass	Is able to demonstrate a broad understanding and recognition of archaeological site or building types, styles, technologies, materials and periods, and to freely compare, and contrast sites, periods, or technologies.
Distinction	Is also able to evidence examples of work that positively challenges or revises broad understandings of archaeological site or building types, styles, technologies, materials and periods.
Fail	Is unable to demonstrate a broad understanding and recognition of archaeological site or building types, styles, technologies, materials and periods.

K8: The wider context of the historic environment, and the roles and responsibilities of statutory authorities, heritage organisations of all types and specialists, e.g. public, private and third sector organisations, subject specialist networks.

Pass	Is able to correctly identify the roles and responsibilities of a range of public private and third sector organisations working in the wider historic environment context.
Distinction	Is also able to evidence examples of the working directly with a range of such groups.
Fail	Is unable to correctly identify the roles and responsibilities of a range of public private and third sector organisations working in the wider historic environment context.

K9: Documentation used in the identification, management, design or recording of the Historic Environment, e.g. assessments of significance, Local Development Plans, listing and designation statements, desk-based assessments, Historic Environment Records.

Pass	Is able to correctly identify a range of documentation methods used in the identification, public private and third sector organisations working in the wider historic environment context.
Distinction	Is also able to evidence examples of the application and use of such documentation methods in their work.
Fail	Is unable to correctly identify the roles and responsibilities of a range of public private and third sector organisations working in the wider historic environment context.

K10: Compliance processes for the historic environment, including heritage at risk and enforcement.

Pass	Is able to correctly identify a range of compliance processes for the historic environment such as heritage at risk and enforcement.
Distinction	Is also able to evidence examples of the application and use of such compliance processes in their work.
Fail	Is unable to correctly identify a range of compliance processes for the historic environment such as heritage at risk and enforcement.

K11: Their employer's health and safety policy and procedures and operational procedures and how those relate to industry standards, and the fundamentals of relevant Health and Safety legislation and construction site Health & Safety.

Pass	Is able to correctly identify their employer's health and safety policies and procedures.
Distinction	Is also able to evidence examples of compliance with such health and safety policies and procedures in their work.
Fail	Is unable to correctly identify their employer's health and safety policies and procedures.

K13: Knowledge of learning and self-development opportunities within the Sector and how to develop a personal action plan.

Pass	Is able to demonstrate awareness of a number of different learning and self-development opportunities within the Sector.
Distinction	Is also able to evidence examples of having taken up such opportunities, produce action plans, and is able to demonstrate the impact this had on their work.
Fail	Is unable to demonstrate awareness of a number of different learning and self-development opportunities within the Sector.

K14 Knowledge of how to identify archaeological sites or building types, styles, technologies, materials and periods *in practice.*

Pass	Is able to evidence examples of correctly identifying characteristics of archaeological sites or building types, styles, technologies, materials and periods *in practice.*
Distinction	Is also able to evidence examples of correctly identifying archaeological sites or building types, styles, technologies, materials and periods *in practice* in complex (multiple sites, style, materials or periods represented in the same case) or contentious cases.
Fail	Is able to evidence examples of correctly identifying archaeological sites or building types, styles, technologies, materials and periods *in practice.*

Skills Criteria mapped to Method 1:

S1: Work as part of a team and communicate effectively with colleagues, clients and stakeholders.

Pass	Is able to demonstrate understanding of the importance of team work and communication skills.
	Is able to evidence examples of:
	● Effective team work and good communication in their work
	● Working with a wide range of colleagues, clients and stakeholders.
Distinction	Is also able to explain impact that effective team work and good communication have upon their work and to provide evidence examples of responsibility: team leadership, group decision making and supporting and taking responsibility for others.
Fail	Is able to demonstrate understanding of the importance of team work and communication skills.

S11: Review and maintain records on the historic environment in accordance with relevant standards.

Pass	Is able to identify and explain a range of records and standards relevant to the historic environment and to provide evidence of examples of having maintained records in accordance with relevant standards.
Distinction	Is also able to critically review the appropriateness and effectiveness of compiling and processing data in their work and to provide evidence of examples of autonomous decision making and judgment in reviewing and maintaining records.

Fail	Is unable to identify and explain a range of records and standards relevant to the historic environment.

S12: Exercise appropriate judgement and decision making, escalating to/involving others when dealing with complex queries or sensitive cases

Pass	Is able to evidence examples of effective problem solving and evaluation of proposals for change.
Distinction	Is also able to critically review the appropriateness of proposed actions and to provide evidence of examples of autonomous decision making and judgment in evaluating problems and changes.
Fail	Is unable to evidence examples of effective problem solving and evaluation of proposals for change.

S13: Recognise the potential for work in the historic environment to deliver public benefit, identify opportunities for research and to deliver new knowledge for society.

Pass	Is able to evidence examples of effective public benefit in historic environment work and identify opportunities for research and to deliver new knowledge for society.
Distinction	Is also able to evidence examples of successful management of complex issues, challenges or barriers to delivering effective public benefit and to provide evidence of examples of having conducted research or produced new knowledge for society in their own work.
Fail	Is unable to evidence examples of effective public benefit in historic environment work.

S14: Be responsible for mapping and working to data standards, carrying out information reviews or technical investigation on the historic environment.

Pass	Is able to evidence examples of effective public benefit in historic environment work and identify opportunities for research and to deliver new knowledge for society.
Distinction	Is also able to evidence examples of successful management of complex issues, challenges or barriers to delivering effective public benefit and to provide evidence of examples of having conducted research or produced new knowledge for society in their own work.
Fail	Is unable to evidence examples of effective public benefit in historic environment work.

S15 Work in a variety of outdoor and indoor site types safely, recognise and report risks in order to reduce the risk of incidents

Pass	Is able to evidence examples of working safely in a variety of outdoor and indoor site types safely, as well as recognising and reporting risks in order to reduce the risk of incidents.
Distinction	Is also able to evaluate the appropriateness and effectiveness of actions taken in recognizing and reporting risks.
	Is able to evidence examples of supporting others to work safe in a variety of outdoor and indoor site types safely, as well as supporting others to recognise and report risks in order to reduce the risk of incidents.
Fail	Is unable to evidence examples of effective public benefit in historic environment work.

S16 Identify and use of range of methods and techniques to identify archaeological sites or building types, styles, technologies, materials and periods *in practice.*

Pass	Is able to evidence examples of using a range of methods and techniques to identify archaeological sites or building types, styles, technologies, materials and periods *in practice*.
Distinction	Is also able to evidence examples of working on cases where multiple methods and techniques are used together to correctly identify archaeological sites or building types, styles, technologies, materials and periods *in practice*, in complex or contentious cases.
Fail	Is unable to evidence examples of effective public benefit in historic environment work.

Behaviours criteria mapped to method 1:

B1: Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work.

Pass	Is able to provide evidence of examples of taking reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work.
Distinction	Is also able to critically review the appropriateness of actions taken in taking reasonable care for the health and safety of themselves and of others, and to

	provide evidence of examples of autonomous decision making, judgment and leadership in taking reasonable care for the health and safety of themselves and of others.
Fail	Is unable to evidence examples of taking reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work.

B2: focus and pay attention to detail.

Pass	Is able to evidence examples of focus and attention to detail in their own work.
Distinction	Is also able to evidence examples of improving focus and attention to detail in the work of others and to be able to critically review the appropriateness of actions taken in improving focus and attention to detail in the work of others.
Fail	Is unable to evidence examples of focus and attention to detail in their own work.

B3: Ability to problem-solve and negotiate.

Pass	Is able to evidence examples of problem-solving and negotiation in their work.
Distinction	Is also able to evidence examples of effective identification of risk in problem solving and negotiation and to be able to critically review the appropriateness of actions taken in problem-solving and negotiation.
Fail	Is able to evidence examples of problem-solving and negotiation.

B4: Commit to quality and their continuous professional development.

Pass	Is able to evidence examples of commitment to quality and continuous professional development.
Distinction	Is also able to critically review the quality of their work and development and to be able to evidence examples of impact of continuous professional development in their work.
Fail	Is unable to evidence examples of commitment to quality and continuous professional development.

B5: Work effectively individually and as part of a team.

Pass	Is able to evidence examples of working effectively individually and as part of a team.
Distinction	- Is also able to critically review the effectiveness and appropriateness of their work individually and as part of a team and be to provide evidence of examples of supporting others to work effectively individually and as part of a team. - Is also able to provide evidence examples of autonomy, decision making and leadership in working individually and as part of a team.
Fail	Is unable to evidence examples of working effectively individually and as part of a team.

B6: Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public, in workplace settings, as well as during site visits and stakeholder meetings.

Pass	Is able to evidence examples of communicating effectively at all levels within the organisation and with the public.
Distinction	- Is also able to critically review the effectiveness and appropriateness of communications with diverse colleagues, publics and stakeholders. - Is also able to evidence examples of supporting others to communicate effectively at all levels within the organisation and with the public.
Fail	Is unable to evidence examples of working effectively individually and as part of a team.

B7: Be sensitive to and aware of the significance of the historic environment, and the needs of its stakeholders, being conscious of integrity, honesty and professional ethical requirements.

Pass	Is able to evidence examples of sensitivity to and aware of the significance of the historic environment, and the needs of its stakeholders, being conscious of integrity, honesty and professional ethical requirements.
Distinction	- Is also able to critically review the effectiveness and appropriateness of ensuring integrity and ethical requirements in their work. - Is also able to evidence examples of autonomous decision making, judgment and leadership in raising awareness of and sensitivity to historic environment in their own work.
Fail	Is able to evidence examples of sensitivity to and aware of the significance of the historic environment, and the needs of its stakeholders, being conscious of integrity, honesty and professional ethical requirements.

Grade Descriptors for KSBs mapped to Method 2: Project and Q&A

Knowledge criteria mapped to method 2:

K3: The requirements for projects, including timescales, deadlines, cost implications, and identifying milestones/targets.

Pass	Is able to evidence examples of understanding and meeting a range of requirements for more than one project.
Distinction	Is also able to evidence examples of addressing complex or competing requirements and managing risk effectively in projects .
Fail	Is unable to evidence examples of communication methods or relationships.

K12: Their role in the context of the project which they are working, what is required of them, and the implications of the project on the wider context of the historic environment. The limits of their own understanding, abilities and responsibilities, and how to practice within them. The ethical requirements of the relevant professional body.

Pass	Has a clear understanding of their role and responsibilities in a project. Understands the implications of the project for the wider historic environment.
Distinction	Is also able to evidence examples of: ● Engaging with the ethical requirements of relevant professional body in their work. ● Project leadership and responsibility for the work of others. ● Autonomous decision making and judgment.
Fail	Does not have a clear understanding of their role and responsibilities in a project. Does not understand the implications of the project for the wider historic environment.

Skills criteria mapped to Method 2:

S2: Coordinate and administer casework and projects, manage projects for clients or organisations including using systems and processes specific to the Historic Environment Sector.

Pass	Is able to identify and explain:

	• A range of casework and projects specific to the Historic Environment Sector.
	• A range of systems and processes specific to the Historic Environment Sector.
Distinction	Is also able to evidence examples of effective team work and communication in their work and in their project, and explain impact this had on their work.
Fail	Is unable to demonstrate understanding of the importance of team work and communication skills.

S3: Demonstrate time management skills, prioritise workload, work under pressure and be able to meet critical deadlines.

Pass	Is able to demonstrate time management skills and effective management of workload.
Distinction	Is also able to evidence examples of working under pressure and meeting critical deadlines for complex projects.
Fail	Is unable to demonstrate understanding of the importance of team work and communication skills.

S4: Write reports, specifications and briefs for projects that are complex and non-routine but well defined, e.g. Written Schemes of Investigation, Conservation Management Plans, listing and designation advice, desk-based assessments.

Pass	Is able to evidence examples of contributing to reports and briefs, for complex, non-routine but well-defined work.
Distinction	Is also able to evidence examples of sole or lead authorship for briefs and reports or whole sections of briefs and reports.
Fail	Is unable to evidence examples of contributing to reports and briefs, for complex, non-routine but well-defined work.

S5: Interpret technical information and documents on the historic environment, e.g architectural plans, design and access statements, listed building consent orders.

Pass	Is able to evidence examples of analyzing and interpreting and applying technical information and documents on the historic environment.
Distinction	Is also able to evaluate information and documents from different sources and demonstrates informed awareness of different techniques or approaches.

Fail	Is unable to evidence examples of analyzing and interpreting technical information and documents on the historic environment.

S6: Link, contextualise and apply legislation, policy, standards and guidance to projects, e.g. Planning (Listed Buildings and Conservation Areas) Act 1990, Ancient Monuments and Archaeological Areas Act 1979, National Planning Policy Framework, Protection of Wrecks Act 1973, Town and Country Planning (Environmental Impact Assessment) Regulations 2017, Ecclesiastical Exemption Order 2010.

Pass	Is able to identify and explain a range of items of legislation, policy or standards relevant to the historic environment, and to correctly link, contextualize and apply legislation, policy, standards and guidance to relevant pieces of work.
Distinction	Is also able to evidence examples of linking, contextualizing applying legislation, policy, standards and guidance in their work.
Fail	Is unable to evidence examples of analyzing and interpreting technical information and documents on the historic environment.

S7: Assess and describe the condition of the historic environment, e.g conducting evaluation visits, desk-based assessment, assessments of significance.

Pass	Is able to evidence a range of examples of assessing and describing the condition of the historic environment, both through visits and desk-based work.
Distinction	Is also able to evaluate and review the appropriateness and effectiveness of these assessments and descriptions.
Fail	Is able to evidence a range of examples of assessing and describing the condition of the historic environment, both through visits and desk-based work.

S8: Problem solve and evaluate proposals for change and gauge appropriateness of proposed actions.

Pass	Is able to evidence examples of effective problem solving and evaluation of proposals for change.
Distinction	Is also able to critically review the appropriateness of proposed actions Is able to evidence examples of autonomous decision making and judgment in evaluating problems and changes.
Fail	Is unable to evidence examples of effective problem solving and evaluation of proposals for change.

S9: Apply relevant historic environment sector standards to check and review work.

Pass	Is able to identify and explain historic environment sector standards relevant to a range of areas of work, and to provide evidence of examples of having used and applied such standards in their work.
Distinction	Is also able to critically review the appropriateness and effectiveness applying sector standards in their work and to provide evidence of examples of autonomous decision making and judgment in applying standards to work.
Fail	Is unable to identify and explain historic environment sector standards relevant to a range of areas of work.

S10: Identify, compile and process data on the historic environment.

Pass	Is able to identify a range of types and sources of data used in historic environment work and to provide evidence of examples of having compiled and processed data in their work.
Distinction	Is also able to critically review the appropriateness and effectiveness of compiling and processing data in their work. Is able to evidence examples of autonomous decision making and judgment in their work.
Fail	Is unable to identify a range of types and sources of data used in historic environment work.

Behaviours criteria mapped to method 2:

B1: Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work.

Pass	Is able to provide evidence of examples of taking reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work.
Distinction	Is also able to critically review the appropriateness of actions taken in taking reasonable care for the health and safety of themselves and of others, and to provide evidence of examples of autonomous decision making, judgement and leadership in taking reasonable care for the health and safety of themselves and of others.
Fail	Is unable to evidence examples of taking reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work.

B2: focus and pay attention to detail.

Pass	Is able to evidence examples of focus and attention to detail in their own work.
Distinction	Is also able to evidence examples of improving focus and attention to detail in the work of others and to be able to critically review the appropriateness of actions taken in improving focus and attention to detail in the work of others.
Fail	Is unable to evidence examples of focus and attention to detail in their own work.

B3: Ability to problem-solve and negotiate.

Pass	Is able to evidence examples of problem-solving and negotiation in their work.
Distinction	Is also able to evidence examples of effective identification of risk in problem solving and negotiation and to be able to critically review the appropriateness of actions taken in problem-solving and negotiation.
Fail	Is able to evidence examples of problem-solving and negotiation.

B4: Commit to quality and their continuous professional development.

Pass	Is able to evidence examples of commitment to quality and continuous professional development.
Distinction	Is also able to critically review the quality of their work and development and to be able to evidence examples of impact of continuous professional development in their work.
Fail	Is unable to evidence examples of commitment to quality and continuous professional development.

B5: Work effectively individually and as part of a team.

Pass	Is able to evidence examples of working effectively individually and as part of a team.
Distinction	• Is also able to critically review the effectiveness and appropriateness of their work individually and as part of a team and be to provide evidence of examples of supporting others to work effectively individually and as part of a team. • Is also able to provide evidence examples of autonomy, decision making and leadership in working individually and as part of a team.
Fail	Is unable to evidence examples of working effectively individually and as part of a team.

B6: Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public, in workplace settings, as well as during site visits and stakeholder meetings.

Pass	Is able to evidence examples of communicating effectively at all levels within the organisation and with the public.
Distinction	- Is also able to critically review the effectiveness and appropriateness of communications with diverse colleagues, publics and stakeholders. - Is also able to evidence examples of supporting others to communicate effectively at all levels within the organisation and with the public.
Fail	Is unable to evidence examples of working effectively individually and as part of a team.

B7: Be sensitive to and aware of the significance of the historic environment, and the needs of its stakeholders, being conscious of integrity, honesty and professional ethical requirements.

Pass	Is able to evidence examples of sensitivity to and aware of the significance of the historic environment, and the needs of its stakeholders, being conscious of integrity, honesty and professional ethical requirements.
Distinction	- Is also able to critically review the effectiveness and appropriateness of ensuring integrity and ethical requirements in their work. - Is also able to evidence examples of autonomous decision making, judgment and leadership in raising awareness of and sensitivity to historic environment in their own work.
Fail	Is able to evidence examples of sensitivity to and aware of the significance of the historic environment, and the needs of its stakeholders, being conscious of integrity, honesty and professional ethical requirements.

Themes for all Knowledge Skills and Behaviours

Knowledge Themes:

- Communication and networks: K1, K2, K8
- Projects: K3, K12
- Policy and Procedure: K4, K5, K6, K9, K10, K11
- Subject and context knowledge: K7
- Knowledge in Practice: K14
- Learning and Development: K13

Skills Themes:

- Team and people skills: S1, S12
- Time and work management: S2, S3, S15
- Technical skills: Writing, interpreting and applying documents: S4, S5, S6
- Technical skills: Fieldwork in practice: S15, S16
- Conducting assessments, evaluate proposals and applying standards: S7, S8, S9
- Data and Records: S10, S11, S14
- Public impact: S13

Behaviours Themes:

- Health and Safety: B1
- Focus and Detail: B2
- Problem Solving and negotiation: B3
- Quality and CPD: B4
- Team and solo working: B5
- Communicating with others: B6
- Significance, integrity and ethics: B7