End-point assessment plan for Cultural Heritage Conservator apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0628	7	Non- integrated degree apprenticeship

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Cultural Heritage Conservator 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 Conservator apprentices, their employers and training providers.

Full time apprentices will typically spend 54 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.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Cultural Heritage Conservator standard.

These are:

- an MA / MSc Heritage Conservation from a recognised Higher Education Institution.
- Level 2 in English and mathematics

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.

The individual assessment methods will have the following grades:

Assessment Method 1: Professional Discussion underpinned by a portfolio

- Fail
- Pass
- Distinction

Assessment Method 2: Project and Q&A

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship grades of:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically, 54 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 and notifies the EPAO. • Apprentices must complete a portfolio which will contain evidence from work the apprentice has undertaken during the term of the apprenticeship. Evidence is to include project evidence which supports the specific KSBs being assessed via this the professional discussion. The portfolio is not being assessed in itself but is being used to inform the professional discussion. Full description available in the EPA. • 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. Apprentices must complete the following approved qualifications mandated in the standard: • MA / MSc Heritage Conservation
End Point Assessment (which would typically take months)	• Assessment Method 1: Professional Discussion underpinned by a portfolio • Assessment Method 2: Project and Q&A
Professional recognition	Aligns with recognition by: • Institute of Conservation

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 the 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 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.
- A portfolio of evidence. Apprentices will need to have completed the 'Portfolio', this must be signed off by the employer, to verify the work is the apprentices own and be submitted to the EPAO. The full requirements are outlined on pages 5 to 8.
- A project proposal. Apprentices will 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 pages 8 to 10

Apprentices must complete the following approved qualifications as mandated in the standard:

- MA / MSc Heritage Conservation

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. Both assessment methods must be assessed by two independent assessors.

Assessment Method 1: Professional Discussion underpinned by a portfolio

Overview

This assessment will take the form of a professional discussion. Apprentices will submit a portfolio contained evidence linked to the specific KSBs being assessed by this method. The portfolio will be used by the two independent assessors to identify appropriate questions from the question bank. The independent assessors may also generate their own additional questions to ensure that the specific nature of the apprentice'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 method. It will involve questions that will focus on work the apprentice has undertaken during the apprenticeship as well as problem solving and wider questioning to test the apprentice's underpinning knowledge.

NB: the portfolio is not 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

The rationale for this assessment method is: A professional discussion is an effective way of enabling a wide range of KSBs to be assessed effectively. Holistic assessment through this method allows the assessors to ascertain not only the apprentice's performance but will also allow their underpinning knowledge and behaviours to be tested to ensure that they have a full understanding of the specific criteria being assessed by this method. Each candidate will have prepared a portfolio and will have equal opportunity to succeed via this assessment method.

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 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
- Reflective accounts and self-evaluations are not permitted as evidence.

Delivery and structure of the professional discussion

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

The professional discussion must last for 150 minutes. The two independent assessors have 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.

During the professional discussion, the two independent assessor must combine questions from the EPAO's question bank and those generated by themselves. The two independent assessors will ask at least **20** open competency-based questions to the apprentices chosen from the question bank (which may be linked to multiple KSB criteria). The independent assessors may ask up to **25** 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 criteria (see grading description).

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 assessors will ensure the evidence presented in the portfolio is 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 assessors 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 assessors in writing up the report following the discussion.

Venue

The professional discussion should take place in a quiet room, free from distractions. Both the assessors and the apprentice must 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 in the employers' premises. However, any other location may be chosen if deemed appropriate 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 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. The question bank should be reviewed as part of the standardisation and internal verification processes.

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 apprentice has worked on during the term of their apprenticeship. This is equally applicable if the as a Cultural Heritage Conservator within any area of conservation. The project is 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 2 sides 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 400 words)
- Confirmation from the employer that the work is the candidate's own.

The rationale for this assessment method is: Conservators regularly have to produce reports of their conservation work throughout their careers. A detailed report focusing on an object / collection the apprentice has worked on will be an effective way by which apprentices will be able to evidence the skills they have demonstrated drawing out their underpinning knowledge which has supported their 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 EPA start date. The project start date should 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 by the EPAO in identifying the suitable project for their project to ensure that it is of sufficient depth, however the topic will ultimately be selected by the apprentice.

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.. This project must relate to a practical project, either a conservation treatment, preventive project or research project which has had a significant impact on conservation decision making.

As a minimum the project must include:

1) **Introduction:** Providing a brief outline of the report and the apprentice's involvement.

2) **Identification:** Outlining the type of object / collection being considered including relevant background information such as the type and significance of the collection and if relating to a specific object, maker details, year of production, location, measurements and materials.
   KSB Assessed: K9

3) **Assessment:** Providing a more detailed description of the object, its type, components, its historic background and function, materials and manufacturing processes relating to it. Apprentices should also describe the object / collection's condition, identifying the cause of deterioration and ranking urgency for treatment / intervention.
   KSB Assessed: K1, K2, K3, K4, S2, S3, S4

4) **Conservation Plan:** Outlining the options considered, along with the proposed method, identifying resources required. This should be underpinned by appropriate research of appropriate techniques and underpinning material knowledge. This should also include an assessment of relevant Health & Safety standards which were considered in making these decisions.
   KSB Assessed: K6, K8, K9, K10, K12, K19, S7, S9, S15, S18

5) **Implementation:** A step by step outline of the work undertaken, clearly explaining the apprentice's role and steps they have taken, including where relevant choice of materials, monitoring equipment and data analysis.
KSB Assessed: K8, K10, S13

6) **Proposed aftercare:** Including recommendations for continued environmental monitoring, display, handling and/or storage, or suggested ongoing monitoring and assessment required.
KSB Assessed: S16

7) **Evaluation:** Reflecting on the success of the project, result of treatment and intervention along with proposed next steps.
KSB Assessed: S14, S22

The project will be conducted as set out here:

- The project should be up to 5,000 words +/- 10% (including appendices) and provide an outline of the project from the inception through to its completion. The apprentice should seek to articulate their underpinning knowledge of conservation theory, material knowledge, and professional judgement and ethics.

- The project should include images, samples from reports, graphs and diagrams.

- The report must outline the steps they have taken from the outset through assessment, options, conservation measures and their ongoing monitoring and assessment of the work.

- When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Marking

The independent assessors 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 assessors' discretion)The two independent assessors 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 assessors in response to the specific project 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 it 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 the 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 he 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).

Grading

Assessment Method 1: Professional Discussion underpinned by a portfolio

KSBs	Name of grade	Grade descriptor
B1, B2, B3, B4, B5, K5, K7, K11, K13, K14, K15, K16, K17, K18, S1, S5, S6, S8, S10, S11, S12, S17, S19, S20, S21, S23, S24, S25, S26, S27, S28	Distinction	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: 1. Cricically evaluate the impact of new techniques and ideas and explain how these might be tested (K5) 2. Argue how an understanding of other specialist areas of conservation could influence their decision making. 3. Explain how they would research, test and appraise this information before they implemented it in practice (K11) 4. Explain how they would commission and manage conservation services outside their area of practice (K13, S21) 5. Explain how they would have to adapt the management of a project responding to delays, or unknown impacts on their work (K14) 6. Critically evaluate the likely impact on the development of new techniques for their area of work. Apprentices can explain how they would research, test and appraise this information before they implemented it in practice (K15) 7. Demonstrates that they have made recommendations for altering the environmental conditions as much as is practically possible for objects / collections within their care (S1) 8. Demonstrate that they can translate their initial risk assessment to the project, explaining how they have monitored and manage the risk during conservation measures (S5) 9. Explain how they would reduce the impact on objects which are not ranked highlight after prioritising areas for conservation work (S12) 10. Evidence a comprehensive ability to undertake treatment or implement conservation measures on objects / collections which are complex and non-routine (B2) 11. Demonstrate they have identified future areas for development and is regularly assessing their

		practice (S23) 12. Demonstrates that they are able to explain complex and non-routine concepts clearly to other professionals, colleagues or members of the public (B5)
	Pass	31 KSB criteria are being assessed via this method. In order to achieve a 'pass' the apprentice must be able to discuss with reference to work undertaken, all KSB criteria. 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: 1. Evidence a critical understanding of current conservation practice within their area of work, describing their methods and application to their work (K5) 2. Describe the impact of legislation on the decision making within their area of practice (K7, K18) 3. Demonstrate a critical understanding of areas of practice related to their own specialism. i.e. those working in preventive conservation should demonstrate an awareness of materials related to items in their care, or interventive conservators should demonstrate an awareness of preventive conservation related to objects / collections within their care (K11, S6) 4. Explain the process of commissioning and managing conservation services within their area of work (K13, S21) 5. Evaluate the processes of managing a project with reference to the steps they have taken in their work (K14) 6. Demonstrate a critical understanding of new practice within area of specialism (K15) 7. Demonstrate an understanding of the limits of their own understanding and is able to determine what they might do if it were the case (K16, S28) 8. Discuss and assess the underpinning principles of the profession, outlining codes of practice and ethics and can discuss how these are applicable to their area of work (K17, S25, B1) 9. Discuss how they have considered the impact of the environment on objects / collections within their care (S1) 10. Critically evaluate the risks posed to objects outlining the factors that would need to be considered to ensure its stability (S5) 11. Explain that they are able to recognise and explain

		when projects are complex and non-routine, and can discuss how they might approach such projects, identifying how they have through additional information as required (S8) 12. Describe how they consider and critically assess the option of taking no further action, having explained the rationale for this being the case related to the material, nature or historic context of the object (S11) 13. Describe how they have critically assessed the priority of objects for treatment resulting from their assessment relating to resources or the condition of other objects (S12) 14. Demonstrate that they are technical capable to undertake treatment or implement conservation measures resulting in work of a recognised standard (B2) 15. Demonstrate that they have provided support / supervision to volunteers or has overseen the management of projects. Apprentice is able to discuss the steps they undertook to plan and monitor the project (S19) 16. Demonstrate that they have been able to provide support to other professionals, and has an awareness of the practices of related professionals (S20) 17. Demonstrate how they have monitored and developed their skills to ensure they remain on top of current practice (S23) 18. Demonstrate how they promoted conservation to lay and expert audiences, outlining the principles and practices of their work (S24) 19. Demonstrate how they have shown how they have been able to identify value conflicts and dilemmas and how they have addressed this (S26) 20. Demonstrate when additional legal support is required and understands who to contact to seek that information (S27) 21. Demonstrate a deep workplace's health and safety policies associated with their area of work, these may include COSHH, working at heights, handling heavy objects. Apprentice should be able to demonstrate how they have interpreted these processes (B3, S17) 22. Demonstrate that they are able to work effectively meeting deadlines and are able to communicate the progress of their work to colleagues (B4, S10) 23. Demonstrate that they communicate routine

		concepts clearly with colleagues keeping them up to date with the progress of their work (B5)
	Fail	Fails to provide evidence of meeting all of the Knowledge, Skills and Behaviour criteria.

Assessment Method 2: Project and Q&A

KSBs	Name of grade	Grade descriptor
K1, K2, K3, K4, K6, K8, K9, K10, K12, K19, S2, S3, S4, S7, S9, S13, S14, S15, S16, S18, S22	Distinction	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: 1. Discuss the material science related to complex and non-routine objects (K1) 2. Discuss how an understanding of the historic change or damage to an object would influence the treatment / care of an object (K2) 3. Demonstrate that they can assess the impact of their decision making (K3, S4) 4. Demonstrate understanding of their specialism demonstrating their ability to research and synthesise complex ideas into practice (K4) 5. Judge the impact of new techniques and ideas and explain how these might be tested (K8, K10) 6. Discuss the impact of stakeholder decisions on the treatment / care of objects / collections (K6,) 7. Assess the physical nature of materials and collections for objects / collections that are complex or non-routine (S2, S3) 8. Demonstrate how they have identified and evaluated the options, explaining how have or would respond to unknown variables which haven't or wouldn't become clear until they have commenced their work (S7) 9. Demonstrates technical capability to undertake treatment or implement conservation measures on objects / collections which are complex and non-routine (S13) 10. Discuss the impact of monitoring the effect of conservation measures has either resulted in a new course of action being pursued or how it would impact on future work (S14) 11. Demonstrates that they can complete and maintain

		records to industry recognised standard, effectively identifying the rationale for the information being provided and its value for future conservation work (S15) 12. Demonstrates how they have negotiated the resources required and worked collaboratively to agree the resources required for a project (S18) 13. Discuss how they have applied new learning to their area of practice (S22)
	Pass	21 KSB criteria are being assessed via 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: 1. Discuss the 10 agents of deterioration and is able to explain the underpinning material science related to routine objects / collections in their care (K1) 2. Discuss the historic context of objects / collections identifying previous damage or changes of use (K2) 3. Discuss the historic significance of objects / collections within their care and how this might influence conservation decision making (K3, S4) 4. Discuss the underpinning conservation theory related to their area of work, demonstrating how they undertake investigation to support their initial assessment (K4) 5. Describe conservation practice within their area of work, explaining their methods and application to their work (K8, K10) 6. Discuss the wider context in which their work is carried out with relation other stakeholders (K6) 7. Describe the materials regularly used in their area of practice explaining their structure and application (K9, K19) 8. Discuss the nature of materials and the condition of collections within their care, and assessed how this would impact on their options and decision making (S2, S3) 9. Demonstrate that they have thought through and compared the relevant conservation options for collections / objects within their care (S7) 10. Demonstrate that they are able to provide advice and guidance related to relevant legislation to objects / collections within their care (S9) 11. Undertake treatment or implement conservation measures resulting in work of a recognised standard (S13) 12. Demonstrate that they have monitored and

		assessed the impact of their conservation measures (S14) 13. Demonstrate that they can complete and maintain records to industry recognised standard (S15) 14. Demonstrate how they have detailed the resources and materials required to undertake a project within their documentation (S18) 15. Discuss how they have reflected on their current practice to inform them of future areas for development (S22) 16. Discuss their workplace's health and safety policies associated with their area of work, these may include COSHH, working at heights, handling heavy objects. Apprentice should be able to demonstrate how they have interpreted and implemented these processes (K12) 17. Demonstrates that they are able to work effectively meeting deadlines and are able to communicate the progress of their work to colleagues (S16)
	Fail	Fails to provide evidence of meeting all of the Knowledge, Skills and Behaviour criteria.

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.

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
Distinction	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

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 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 assessors	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) • be an Accredited Conservator Restorer (ACR) recognised by the Institute of Conservation.
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 areas:
  The assessment will be carried out by two independent assessors.

  The 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 and able to demonstrate at least ten years of practice in the field.
  - The assessor must be able to demonstrate and 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. I.e. if the apprentice is working in easel paintings conservation, the assessor must have professional practice work in paintings conservation in the last five years.
  - Have a sound understanding of the Cultural Heritage Conservator Apprenticeship standard.
  - No relationship with the apprentice or the employer.

- Apprentices are expected to be drawn from the breadth of the profession, as such at two assessors will be required to undertake the assessment. At least one of the two assessors must have experience of working in the same specialism as the apprentice. At least one of the assessors must also have experience of working in same type of working environment (e.g. private, public or institutional sector). The use of two assessors is also the standard procedure for the conservation profession.

- 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 regular standardisation events but at least once a year as a minimum.

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 distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of distinction, 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 assessors where possible.

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as Cultural Heritage Conservator with the Institute of Conservation.

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 agents of deterioration and materials science.	Project
K2	How objects may have been changed or damaged.	Project
K3	The wider cultural and historic significance of objects.	Project
K4	Conservation theory.	Project
K5	Current conservation practice within area of specialism.	Professional discussion
K6	The wider contexts in which conservation is carried out, the implications of context for practice, and the implications of treatments and methods within the context.	Project
K7	Impact on decision making of legislation related to area of practice. E.g. CITES, Human Tissues Act, Ancient Monuments and archaeological areas act.	Professional discussion
K8	Detailed aspects of conservation techniques within their area of practice.	Project
K9	Materials commonly used in their area of practice.	Project
K10	Techniques commonly used in their area of practice.	Project
K11	Related conservation practices, i.e. the implications of remedial work for preventive practice.	Professional discussion
K12	Relevant health & safety legislation including Control of Substances Hazardous to Health (COSHH) and manual handling regulations.	Project
K13	The process of planning, commissioning and managing conservation services.	Professional discussion
K14	Project management processes e.g. working towards and exhibition deadline.	Professional discussion
K15	The use of new techniques applicable to their area of practice.	Professional discussion
K16	The limits of their own understanding and abilities and will practise within them.	Professional discussion

K17	Ethical principles and codes of practice relating to area of work.	Professional discussion
K18	Relevant legal requirements, e.g. where objects may be made of materials such as ivory.	Professional discussion
K19	The wider contexts in which conservation is carried out and the implications of treatments and methods within the context. E.g. when a conservation treatment might impact the reliability of later scientific analysis (wet treatments of paper might alter ink making later identification of authorship impossible).	Project
Skills		
S1	Assess the impact of the environment e.g. the temperature and light levels and their potential to cause changes to objects and collections.	Professional discussion
S2	Assess the physical nature of materials and collections.	Project
S3	Assess the condition of materials and collections.	Project
S4	Assess the historical and cultural significance of cultural heritage materials.	Project
S5	Undertake risk assessments on cultural heritage material e.g. if preparing an object for exhibition they need to be able to judge the vulnerability of the object and identify possible damages that might occur.	Professional discussion
S6	Consult and work with other allied professionals e.g. a wall paintings conservator working within a building may work closely with architects and builders.	Professional discussion
S7	Identify and evaluate conservation options.	Project
S8	Develop approaches for conservation issues which are non-routine and may be complex.	Professional discussion
S9	Advise on any legislation, official guidance or organisational policy that affects areas of conservation practice. E.g. COSHH.	Project
S10	Work effectively with others including conservators, clients and stakeholders (such as owners or curators) to agree course of action.	Professional discussion
S11	Identify when no further action should be undertaken to an object e.g. if the item is too fragile.	Professional discussion

S12	Prioritise objects for treatment.	Professional discussion
S13	Implement agreed conservation measures. E.g. carry out practical treatments to objects or preventive conservation measures (such as implementation of integrated pest management, environmental monitoring or the cleaning and reconstruction of a chair) with a high level of skill, judgement and ethical consideration.	Project
S14	Monitor and evaluate the effect of conservation measures. e.g. use environmental monitoring equipment to assess a preservation environment in a display case.	Project
S15	Prepare detailed reports following established guidelines and practices e.g. writing assessment reports, presenting options and documenting conservation measures applied.	Project
S16	Communicate recommendations and advice effectively.	Project
S17	Ensure a safe working environment within the studio or onsite for themselves as well as for other staff and members of the public.	Professional discussion
S18	Identify the resources and materials required to support a project.	Project
S19	Supervise projects or volunteers.	Professional discussion
S20	Supervise other conservation professionals e.g. freelance conservators.	Professional discussion
S21	Plan, commission and manage conservation work.	Professional discussion
S22	Reflect on and learn from current practice.	Project
S23	Keep up to date with current thinking, skills and techniques in their area of practice.	Professional discussion
S24	Promote conservation and the care of cultural heritage to lay and expert audiences, including other professionals involved in cultural heritage or the built environment.	Professional discussion
S25	Effectively implement ethical principles and guidelines related to areas of practice.	Professional discussion
S26	Handle value conflicts and dilemmas e.g. those relating to religious objects.	Professional discussion
S27	Identify where additional legal advice and support is required.	Professional discussion
S28	Identify the limits of own understanding, and when to work	Professional discussion

	with other practitioners.	
Behaviours		
B1	An awareness of the ethical and legal obligations relating to their area(s) of work.	Professional discussion
B2	The exercise of good judgement and good practice in undertaking conservation work.	Professional discussion
B3	Appropriate health and safety behaviours individually and towards others.	Professional discussion
B4	Strong work ethic enabling them to work effectively as individuals and as part of a team.	Professional discussion
B5	An openness to communicating with fellow professionals and others from a range of backgrounds, including members of the public.	Professional discussion