End-Point Assessment Plan

Museum and Gallery Technician – LEVEL 3

Table of Contents

[1. Introduction 2](#_Toc521483257)

[2. Summary of Assessment 2](#_Toc521483258)

[3. On-Programme Journey 3](#_Toc521483259)

[4. End-Point Assessment Gateway 4](#_Toc521483260)

[5. End-Point Assessment 5](#_Toc521483261)

[5.1 End-Point Assessment Overview 5](#_Toc521483262)

[5.2 Roles and Responsibilities 5](#_Toc521483263)

[5.3 Assessment Methods 6](#_Toc521483264)

[5.3.1 Practical Observation 6](#_Toc521483265)

[5.3.2 Professional Discussion 7](#_Toc521483266)

[5.4 Re-takes/Re-sits 8](#_Toc521483267)

[6. Grading 9](#_Toc521483268)

[6.1 End-Point Assessment Grading 9](#_Toc521483269)

[7. Final Grade 9](#_Toc521483270)

[8. Quality Assurance 9](#_Toc521483271)

[8.1 Internal Quality Assurance 9](#_Toc521483272)

[8.1.1 Assessment Moderation 9](#_Toc521483273)

[8.1.2 Roles and Responsibilities of End-Point Assessment Organisations 9](#_Toc521483274)

[8.2 External Quality Assurance 10](#_Toc521483275)

[9. Implementation 10](#_Toc521483276)

[9.1 Affordability 10](#_Toc521483277)

[9.2 Consistency 10](#_Toc521483278)

[9.3 Volumes 11](#_Toc521483279)

[9.4 Assessor Requirements 11](#_Toc521483292)

[Appendix A – Assessment Methods 12](#_Toc521483293)

[Appendix B Grading Criteria 16](#_Toc521483294)

# Introduction

The Museum and Gallery Technician Apprenticeship standard has been designed to operate as the professional standard for people working as Museum and Gallery Technicians at Level 3 across the sector.

The assessment plan is to accompany the standard and will ensure that the completion of a Museum and Gallery Technician Apprenticeship meets the requirements of the standard in terms of Knowledge, Skills and Behaviours.

On completion of the Apprenticeship, the individual will be recognised as competent to perform in the role of a Museum and Gallery Technician across the sector. This will be achieved by passing the End-Point Assessment.

This plan outlines the End-Point Assessment that apprentices must successfully complete to achieve their apprenticeship.

Where ‘objects’ are referenced in this plan, they may mean art, ceramic, paintings, archaeological material etc as appropriate to the context of the apprentice’s environment.

# Summary of Assessment

The following table outlines the suggested key elements of the on-programme journey; what evidence is required in order that the apprentice can be entered in to the EPA process and the assessment methods that form part of the EPA. The total duration of the apprenticeship is typically 15 - 21 months. The apprenticeship on-programme journey will typically be a minimum of 15 months. All on-programme requirements must be completed prior to the end-point assessment taking place. The end-point assessment period is 3 months.

Table 1 Apprenticeship elements

# On-Programme Journey

Apprentices must follow an agreed learning and training programme that supports their acquisition of the knowledge, skills and behaviours as defined in the standard. The off the job element of this learning and training must be at least 20% of their apprenticeship duration.

It is suggested that regular reviews of the apprentice’s progress are held. Typically, these are led by the employer and, where appropriate, supported by the training provider.

Formal off the job training, a minimum of 20% of the duration of the apprenticeship, is usually provided by a training provider. Employers and training providers must ensure that the apprentice is able to demonstrate the appropriate knowledge, skills and behaviours as agreed as part of the training plan. Employers must provide the opportunity for the apprentice to practise the learning in the work place i.e. on the job training.

Prior to entering end-point assessment, the apprentice must develop a portfolio of evidence. This evidence, which can be electronic, should contain written/recorded summary accounts of all activities that have been completed and referenced against the knowledge, skills and behaviours as expanded in appendix A. These will cover:

* Health, safety and security
* Loaning of objects
* Documentation of objects
* Appropriate processes, collections and exhibitions care
* Mission, values and purpose
* Equality and diversity – the organisation
* Collections care and the safe management, storage and display of objects
* Risk assessment and reporting
* Delivering against curatorial specifications
* Management of technical resources
* Problem solving
* Communication
* Working Relationships
* Equality and Diversity – personal behaviour
* Attention to detail
* Positive attitude
* Drive and passion
* Sustainability and Environmental Impact

The brief written/recorded accounts should be supported, where appropriate, by relevant photographic/video evidence and/or physical evidence where size/transportability is appropriate and the evidence is not part of a current display, in-house training certificates, examples of other work produced, witness testimonies, work-based communications e.g. emails to give context to evidence. Progress review documentation should also be included. To support the synoptic assessment, evidence can be referenced against more than one knowledge, skill or behavioural requirement.

The portfolio should contain a minimum of 15 pieces of evidence and a maximum of 20. This evidence will demonstrate how the apprentice meets the knowledge, skills and behaviours identified in appendix A. The portfolio is retained by the apprentice and brought by them to the professional discussion. It is used as a vehicle through the discussion for the apprentice to bring to life their their knowledge, skills and behaviour as required during questioning by the Independent Assessor. The portfolio is not marked as part of the assessment process.

# End-Point Assessment Gateway

The Employer will decide when the apprentice is ready to enter the EPA process, this will typically be after 15 months of training, learning and development and when all EPA gateway criteria is achieved. The employer may consult with the training provider to help make this decision.

Apprentices should not be entered into the EPA process until they are ready and as a minimum have:

* completed satisfactorily all learning and training as agreed between the employer and training provider
* a portfolio to demonstrate knowledge, skills and behaviours to support the professional discussion as part of the end-point assessment
* achieved level 2 or equivalent or higher in English and maths, if these were not attained prior to entry on to the apprenticeship
* got the employer’s support to enter the end-point process
* had a minimum of 12 months of training

All end-point assessment gateway criteria must be achieved.

# 5. End-Point Assessment

## 5.1 End-Point Assessment Overview

The EPA process will take place during the final 3 months of the apprenticeship and consists of 2 assessment methods: a practical observation and a professional discussion based on the apprentice’s evidence portfolio developed towards the end of the on-programme journey. The order of the assessment methods will be agreed with the employer and the end-point assessment organisation (EPAO).

The following is a summary table of the assessment methods, what is to be assessed, who will undertake the assessment, what grading will be applied to each method and weighting of the assessment method:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method and Weighting** | **Areas Assessed** | **Assessed by** | **Grading** |
| Practical observation 50% weighting | See appendix A – practical observation (PO) | End-point assessment organisation | Fail or pass |
| Professional discussion 50% weighting | See appendix A – professional discussion (PD) | End-point assessment organisation | Fail, pass or distinction |

Table 1 End-Point Assessment overview

End-point assessment organisations (EPAO) must be registered on the Register of End-Point Assessment Organisations (RoEPAO) held by the Education and Skills Funding Agency (ESFA).

## 5.2 Roles and Responsibilities

The following describes who will undertake each assessment method, the criteria for their selection and activities they are involved with:

|  |  |  |
| --- | --- | --- |
| **Title** | **Criteria** | **Role** |
| Independent Assessor | Appointed by the EPAO  Is engaged in the Sector and is working or has worked in a Museum and Gallery Technician environment at a senior level in the last 12 months.  Has management experience.  Holds an Assessor qualification.  Is not employed by the apprentice’s employer or the training provider who has worked with the apprentice | To assess the practical oberservation and professional discussion  Makes recommendations to the EPAO regarding final grade outcomes |

Table 2 Roles and Responsibilities

## 5.3 Assessment Methods

The practical observation and professional discussion will most likely take place on the same day. Where there is more than one apprentice being assessed effective use of time may mean that the all observations take place on one day and professional discussions on the following day. Marking should be undertaken as soon as practicable and the preliminary marks forwarded to the EPAO. The practical observation should take place in a realistic work environment.

It is expected that the same Independent Assessor will undertake both assessment methods for an individual apprentice.

### 5.3.1 Practical Observation

The practical observation is an individual observation and will be completed in one session. It will take place in a realistic work environment which may or may not be the employers premises. The actual location will be agreed with the employer and EPAO. It will take 2.5 hours +/- 10% . Natural short breaks are allowed if required. These are not included in the total time allowed.

During the observation the Independent Assessor may ask the apprentice questions to clarify actions taken eg what other materials could have been used and their benefits/restrictions. The questions and answers will be recorded on EPAO documentation. There will be 3 questions per element of practical activity and the ones used at the assessment will be generated by the EPAO. These questions will be reviewed annually.

The practical observation will use two different objects as appropriate for the organisation and will include the following activities:

* Health and safety, security and environmental procedures and processes to support the activity
* The installation of the objects using correct equipment and building any mounts, supports or cases’ as necessary
* The deinstallation and wrapping of objects and associated items securely for transport.
* Returning the work space to a tidy state after the activity in accordance with the organisation’s and associated parties (where applicable) policies and procedures
* Confirming completion of the activities in accordance with the the organisation’s policies and procedures

The EPAO will agree the objects to be used in the practical observation with the employer from a list of suitable object types prior to the observation. The specification for the actual object will be provided to the employer at least 3 weeks prior to practical observation

The Independent Assessor will mark the practical observation and record an outcome on EPAO documentation, prior to forwarding the documentation to the EPAO.

### 5.3.2 Professional Discussion

The professional discussion is based on the showcase portfolio which the apprentice has developed towards the end of the on-programme journey. It is split into 2 equal parts and there will be a short break between the 2 parts.

This professional discussion will be undertaken by the same independent assessor who has assessed the practical observation and will take place in an appropriate place with no interruptions. Appropriate equipment to allow the apprentice to show their evidence eg display screen, flip chart should also be provided.

The professional discussions will be undertaken under controlled conditions and will be in two equal parts. Both parts will last for 90 (+/- 10%) minutes each. They will both consist of 9 questions, one for each of the elements identified below. Each question discussion will last for a maximum of 10 minutes (+/-10%), some will be less depending on the answers given and this time will include any follow-up questions that may be required.

The first part will cover the following elements

* Health, safety and security
* Risk assessment and reporting
* Collections care and the safe management, storage and display of objects
* Loaning of objects
* Appropriate processes, collections and exhibitions care
* Documentation of objects
* Delivering against curatorial specifications
* Problem solving
* Management of technical resources

The second part will cover the following elements:

* Mission, values and purpose
* Equality and diversity – the organisation
* Communication
* Equality and Diversity – personal behaviour
* Working Relationships
* Attention to detail
* Positive attitude
* Drive and passion
* Sustainability and Environmental Impact

These headings are further expanded in the standard and appendix A. All elements should be covered.

The Independent Assessor will use standardised questions from an agreed set of questions developed by the EPAO. EPAOs will hold 3 questions per element. Actual questions used will be provided by the EPAO on a randomised basis. Questions will be reviewed on an annual basis and moderated by each EPAO. The EPAO will also provide a template to record apprentice responses.

The Independent Assessor will provide one overall recommended grade outcome for the professional discussion in-line with grading criteria contained in table 3 below. The EPAO will provide a template document for the Independent Assessor to record their grade recommendation. A recommended grade will be forwarded to the EPAO.

## 5.4 Re-takes/Re-sits

Where an apprentice fails one or more assessment methods, a re-sit(s)/re-take(s) may be allowed, provided it is within the EPA period. Re-sits/re-takes outside of this period would require all elements of the EPA to be undertaken again. This should be undertaken within a 3 month period. Each individual case will be jointly discussed by the employer with the EPAO and any action, if agreed will be at the discretion of the employer.

A re-take is where the apprentice requires further learning/training, whereas a re-sit doesn’t. Apprentices who require a re-take should have a supportive plan agreed to prepare them for the re-take.

Re-sits are not allowed as a means of improving a grade i.e. pass to distinction. Where a re-sit/re-take is agreed, the grading will be limited to a pass unless there are exceptional circumstances as confirmed by the EPAO.

# 6. Grading

## 6.1 End-Point Assessment Grading

This apprenticeship includes fail, pass and distinction grades. To achieve a pass grade apprentices will competently perform their role demonstrating application of the knowledge, skills and behaviours against the whole standard ie achieve a pass grade in both assessment methods. The apprentice has to achieve all pass criteria as detailed in appendix B.

A distinction grade is only available in the professional discussion assessment. To achieve a distinction grade all pass criteria need to be achieved, prior to achieving all the distinction criteria in appendix B.

# 7. Final Grade

The final grade decision, subject to standardisation and moderation, is made by the Independent Assessor using the grading criteria above as well as guidance and documentation provided by the EPAO.

# 8. Quality Assurance

## 8.1 Internal Quality Assurance

The EPAO is responsible for all internal quality assurance processes including responsibility for all assessment decisions, grading of apprenticeships and standardising the judgements of Independent Assessors. The following describes internal quality assurance processes:

### 8.1.1 Assessment Moderation

EPAOs will undertake moderation of independent assessors’ decisions. This will be done through observations and examination of documentation on a risk sampling basis. New assessors will be subject to 100% audit until they have completed 10 assessments without inconsistencies. Subsequent sampling will be 20% per annum unless inconsistencies are identified, in which case they will retun to 100% for the following 5 assessments.

### 8.1.2 Roles and Responsibilities of End-Point Assessment Organisations

End-point assessment organisations must:

* provide EPA guidance to apprentices, employers and training providers in relation to the requirements of the professional discussion/evidence portfolio and project.
* develop assessment tools and documentation in consultation with representative employers.
* develop and manage a complaints and appeals procedure.
* provide guidance in relation to the EPA i.e. making reasonable adjustment, eligibility to enter EPA and conflict of interest.
* develop compensatory assessment for learners with special requirements known by the employer at the time of entering into end-point assessment, to allow reasonable adjustments to be made to assess the knowledge, skills and behaviours of the apprentice through alternative assessment techniques. They must be designed to ensure judgements are not compromised
* appoint and approve independent assessors to conduct the EPA marking and grading, based on a check of knowledge and experience.
* provide training for independent assessors:
  + in terms of the requirements of the operation and marking of the EPA tools and initial grading.
  + in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge, skills and behaviours within a workplace setting.
  + hold bi-annual standardisation events for independent assessors to ensure consistent application of the guidance
* ensure that there is consistency and comparability in terms of the breadth and depth of each assessment, to ensure assessments are reliable, robust and valid
* consider evidence in relation to reasons for failing an EPA and confirm with the employer whether a grade higher than pass will be allowed for a re-take/re-sit, where the learner may have failed due to circumstances beyond their control.
* ensure assessment organisation moderation staff are trained in assessment and assurance processes and undertake regular continuing professional development.

## 8.2 External Quality Assurance

External quality assurance (EQA) for this apprenticeship standard will be managed on a not for profit basis by The Institute for Apprenticeships.

# 9. Implementation

## 9.1 Affordability

The funding band for this apprenticeship is xx. EPA cost is expected to be in the region 15% and no more than 20% of the band

## 9.2 Consistency

The responsibility for the robustness of the assessment process is held by the End-Point Assessment Organisation. This ensures that there is consistency of decisions, true independence, impartiality, validity and reliability in the assessment.

The assessment methods described previously are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be the set of assessment tools that are used by all assessors and to inform the training that assessors receive. The End-point Assessment Organisation will, create the tools and materials to be used in assessment based on this Plan. It is recommended that the EPAO consults with employers when developing the assessment tools. These will be developed as soon as the Assessment Plan is approved and will be held by the End-point Assessment Organisation. Particular attention will be paid to ensuring that the tools are consistent and produce valid and reliable results. The End-point Assessment Organisation will thereafter be responsible for monitoring the work of the individual assessors to ensure continuing robustness – independent, consistent, accurate.

The End-point Assessment Organisation will provide robust validation and quality assurance processes to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment have the requisite skills and industry experience. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Immediate and appropriate action will be taken where any quality concerns are identified.

## 9.3 Volumes

|  |  |  |
| --- | --- | --- |
| Expected Starts (England) | 16 – 18 | 19+ |
| 2018/19 | 0 – 10 | 20 |
| 2019/20 | 0 – 10 | 40 |
| On-going annual requirement | 0 – 10 | 40 |

## 9.4 Assessor Requirements

We envisage that one independent assessor will be able to undertake all assessment activities for one apprentice ideally in one day or an agrigate of 1 day. The independent assessor resource requirements, when the apprenticeship is fully established within the sector, is expected to be in the region of 25 days per year.

## Appendix A Assessment Methods

|  |  |
| --- | --- |
| PD | Professional discussion |
| PO | Practical observation |

|  |  |  |
| --- | --- | --- |
| Knowledge | | Assessment Method |
| Health, safety and security | * The security issues facing museums and galleries including access | PD |
| * Health and Safety issues specific to the safe display, storage and movement of objects and those who may come into contact with them. This may include lifting and handling, protective equipment and clothing, and working at height |
| * The role of the organisation’s disaster and emergency response systems and associated policies and procedures where applicable e.g. fire, flood, pest outbreak, theft, vandalism and accidental damage, and the role each relevant member of staff plays within this including the Technician’s |
| * Specific threats and associated security in relation to the organisation |
| * How to recognise and identify risks within spaces that technicians work | PO & PD |
| * Good practice and full compliance with health and safety regulations eg COSHH, RIDDOR and the organisation’s associated policies and procedures |
| Loaning of objects | * The documentation associated with the entry and exit of objects, such as works on loan, acquisitions or objects left for identification by the public | PD |
| * The Government Indemnity Scheme and/or other appropriate insurer conditions |
| * Guidelines for transporting objects of varying conditions to different locations using a range of different transportation methods which may include courier requirements for loans and touring exhibitions |
| Documentation of objects | * The organisation’s and lender’s (where appropriate) conditions of loan and the need for compliance with these. Where an organisation doesn’t loan objects, show understanding in recommended principles of loan conditions such as those set out by the Museum Association | PD |
| Design | * The most appropriate materials for use to support specific displays | PO |
| * The most appropriate equipment and tools to use when making display, storage and packing solutions storage and in-transit design |
| Appropriate processes, collections and exhibitions care | * Curatorial and/or conservation instructions (method statements) to know how to successfully deliver agreed tasks or projects | PD |
| * Environmental and human impacts on objects to ensure their long term preservation and safe keeping |
| * The principles behind the care of objects, showing awareness of and ability to make sound judgements about their care |
| * Recognise and report risks as per company procedures, and create/interpret data relating to the storage and movement of objects in line with industry standards and/or respective company standards as appropriate |
| * The risk factors and vulnerabilities of objects, their materials and construction to inform and plan for appropriate technical work associated with the sound storage, movement and display of objects including manual handling techniques, installation, and types of transportation to prevent object damage/decay |
| * The range of materials for packing and storage and the appropriate application of these |
| * Impact of sound cataloguing practices and risks associated with data errors |
| * Environmental impact on objects including pest management, humidity, temperature, light levels including UV, environmental pollution |
| * Who risks, as a result of environmental and human impacts, should be reported to |
| * Budget implications and constraints |
| Mission, values and purpose | * The mission, values and objectives of your organisation and the context within which it operates (e.g. public/private facing, financial model, audiences and customers) | PD |
| * How to work with third parties and the importance of upholding their standards, and the importance of them upholding yours [the organisation’s] |
| * The importance of audiences and their make-up and their impact on your organisation |
| * The organisation’s code of ethics and approaches to sustainable practices |
| * Identify the types of Museums and Galleries across the UK and the economic and social conditions within which these operate |
| Equality and diversity | * The organisation’s strategies for widening access, inclusion and diversity, where applicable and how to support them | PD |

|  |  |  |
| --- | --- | --- |
| Skills | | Assessment methods |
| Collections care and the safe management, storage and display of objects | * Contribute to the design, modify, prepare and build containers, fixings and packing for the safe storage and transit of objects, and justify the selection and use of materials for this, based on the specifications of the objects | PO |
| * Undertake safe handling, movement and installation of objects taking into account location, fragility, weight, size and other hazards |
| * Ensure the safe use, appropriate selection and application of hand/machine tools and equipment relevant to objects specifications and their value. This may include fixed and hand-held equipment, ladders, scaffolding and band saws. |
| * Keep storage areas and associated work spaces clean and tidy in line with the organisation’s and associated parties (where applicable) policies and procedures |
| * Carry out planned reviews and improvements to storage and display areas. | PD |
| * Review, repair, reline and adapt showcases. |
| * Assist with the identification of faults and appropriate maintenance of equipment and machinery used in technicians work in accordance with the organisation’s policies and procedures such as ladders, scaffolding, hand tools, trolleys, band saws, laser cutters and any hot metal equipment for making mounts for objects. |
| * Move, or oversee the safe movement of, objects for photography, collections care, loans and/or changes to displays demonstrating special awareness at all times. | PO |
| * Identify and minimise any pest or environmental related risks to objects in the organisation’s care | PD |
| * Assist with collections and object care procedures including examination, treatment and full documentation on a wide range of objects. |
| Risk assessment and reporting | * Undertake risk assessments either manually or electronically, in-line with company process, to ensure safe working practices for staff and public | PO |
| * Ensure all completed risk assessments are effectively communicated with relevant parties |
| * Liaise with relevant staff to ensure that objects databases are accurately maintained and updated | PD |
| * Document and report information about the condition of objects as per the organisation’s policies and procedures including photographing objects to maintain visual records and aid accurate record keeping. |
| * Assist relevant staff with the writing of condition and treatment reports for objects and advise on suitable storage |
| Delivering against curatorial specifications | * Prepare the relevant space for object installation and de-installation in line with agreed plans e.g. plinth manufacture, false wall building, artist commissions | PD |
| * Offer advice and guidance about appropriate display, storage and environmental controls for objects for internal or external stakeholders |
| Management of technical resources | * Research and source materials, tools, equipment and supplies needed to make displays, mounts, cases and commissions | PD |
| * Where appropriate order these in line with the organisation’s purchasing procedures and budget constraints of the task, to deliver technical designs and store objects |
| * Complete documentation associated with sourcing and managing materials in-line with company standards |
| Problem solving | * Identify unexpected challenges such as changes in environmental and biological conditions, deviation from the specifications and operational restrictions | PD |
| * Offer and implement appropriate solutions to the identified challenge or seek appropriate guidance |
| Communication | * Write, speak and present information clearly | PD |
| * Complete required documentation in-line with company standards |
| * Explain complex issues and difficult decisions in a way that is easy to understand to a range of audiences adapting methods of communication as appropriate for the audience |
| Working Relationships | * Work as part of a team, and cross-departmentally, sharing responsibilities as appropriate | PD |
| * Undertake all tasks within agreed timeframes and budgets and in line with curatorial and/or collections care requirements, reporting progress as appropriate |
| * Work independently on a range of agreed tasks |

|  |  |  |
| --- | --- | --- |
| Behaviours | | Methods |
| Equality and Diversity | * Promotes equality and diversity by developing and maintaining positive working relationships and best practice by treating all colleagues, visitors and members of the public with respect, tolerance and dignity at all times | PD |
| * Listens to and respects others views and opinions, is diplomatic and tactful at all times |
| Attention to detail | * Rigorous, meticulous, accurate and confident in undertaking role tasks | PO & PD |
| * Be pro-active and purposeful when working on activities, apply the appropriate knowledge and seek support when it is needed | PD |
| Positive attitude | * Positive, cooperative, receptive and resilient at all times | PO & PD |
| * Prepared to work outside of one’s comfort zone, to undertake different tasks | PD |
| * A willingness to learn, adapt and be trained in new skills and approaches, and share learning |
| * Act as an Ambassador for the organisation at all times |
| Drive and passion | * Committed approach to problem solving | PD |
| * Clear enthusiasm and passion for learning about and working with the organisation’s objects and stakeholders |
| Sustainability and Environmental Impact | * Work in a sustainable and environmentally friendly way in relation to the organisation’s policies and procedures | PO & PD |

## Appendix B Grading Criteria

Practical Observation

|  |  |  |
| --- | --- | --- |
| Knowledge | Fail criteria | Pass criteria |
| Health, Safety & Security | Does not meet pass criteria | Demonstrates safe working practices in relation to recognising and identifying risks within spaces that they work |
| Does not meet pass criteria | Demonstrates safe working practices in relation to appropriate health and safety regulations e.g. COSHH, RIDDOR and the organisation’s associated policies and procedures |
| Design | Does not meet pass criteria | Identifies the most appropriate material(s) from the range available, for use to support a specific display and explains. their choice |
| Does not meet pass criteria | Identifies the most appropriate equipment and tools from the range available, to complete the task and explains their choice |

|  |  |  |
| --- | --- | --- |
| Skills | Fail criteria | Pass criteria |
| Collections care and the safe management, storage and display of objects | Does not meet pass criteria | Handles, moves and installs the objects safely and appropriately taking into account location, fragility, weight, size and other hazards |
| Does not meet pass criteria | Selects and uses appropriate tools and equipment relevant to the objects’ specification and value. This may include fixed and hand-held equipment, ladders, scaffolding and band saws. |
| Does not meet pass criteria | Takes responsibility for ensuring a tidy work space during and after the activity in accordance with the organisation’s and associated parties (where applicable) policies and procedures |
| Does not meet pass criteria | Moves/oversees the safe movement of objects for photography, collections care, loans and/or changes to displays demonstrating special awareness at all times. |
| Risk assessment and reporting | Does not meet pass criteria | Produces a fit for purpose risk assessment in-line with company process to ensure safe working practices for staff and public |
| Does not meet pass criteria | Identifies the appropriate parties to communicate the risk assessment information to and relays the appropriate information |

|  |  |  |
| --- | --- | --- |
| Behaviours | Fail criteria | Pass criteria |
| Attention to detail | Does not meet pass criteria | Always displays care of objects, follows processes and tasks are accurately completed |
| Drive and Passion | Does not meet pass criteria | Takes great care when handling and storing objects and can readily discuss why that is important to the organisation and its stakeholders |
| Sustainability and Environmental Impact | Does not meet pass criteria | Works in accordance with appropriate environmental & sustainability policies and procedures |

Professional Discussion

|  |  |  |  |
| --- | --- | --- | --- |
| Knowledge | Fail criteria | Pass criteria | Distinction criteria |
| Health, safety and security | Does not meet pass criteria | Describes the typical security issues facing their organisation eg access and their role in minimising them | Explains mitigation actions taken by their organisation to prevent security issues happening |
| Does not meet pass criteria | Identifies specific health and safety policies and procedures associated with their activities eg safe display, storage and movement of objects and those who may come into contact with them. This may include lifting and handling, protective equipment and clothing, and working at height | Explains the necessity for health & safety policies and procedures eg lifting and handling, protective equipment and clothing, and working at height and their application relevant to their activities |
| Does not meet pass criteria | Identifies appropriate disaster and emergency response systems and associated procedures appropriate for their activities e.g. fire, flood, pest outbreak, theft, vandalism and accidental damage, | Explains why these systems and procedures e.g. fire, flood, pest outbreak, theft, vandalism and accidental damage, are required |
| Does not meet pass criteria | Identifies key threats and associated security issues | Explains how their organisation mitigates the specific threats and associated security. |
| Does not meet pass criteria | Describes how to recognise and identify risks within spaces that they work | Explains the wider implications of risk in the work place |
| Does not meet pass criteria | Describes how to comply with appropriate health and safety regulations e.g. COSHH, RIDDOR and the organisation’s policies and procedures | Explains why compliance with health and safety regulation e.g. COSHH, RIDDOR and associated organisation policies and procedures is important to themselves and the organisation |
| Loaning of objects | Does not meet pass criteria | Describes key documents associated with the entry and exit of objects e.g. works on loan, acquisitions or objects left for identification by the public | Explains the necessity of key documents associated with the entry and exit of objects e.g. works on loan, acquisitions or objects left for identification by the public |
| Does not meet pass criteria | Describes the Government Indemnity Scheme and/or other insurer conditions appropriate to loaning objects | Explains the importance and relevance of the Government Indemnity Scheme and/or other insurer conditions |
| Does not meet pass criteria | Describes the object transportation options available to the organisation eg courier requirements for loans and touring exhibitions in relation to condition and location | Identifies the importance and relevance of transportation options depending on the situation and critically evaluates the effectiveness of each appropriate option |
| Documentation of objects | Does not meet pass criteria | Describes the organisation’s conditions of loan and the need for compliance  Or  Describes the Museum Association recommended principles of loan conditions and the need for compliance | Explains why it is important to have conditions of loan appropriate to the industry |
| Appropriate processes, collections and exhibitions care | Does not meet pass criteria | Describes the key aspects and importance of curatorial and/or conservation instructions (method statements) in relation to the successful delivery of tasks/projects | Explains the relevance and importance of Curatorial and/or conservation instructions (method statements) on the successful delivery of tasks/projects |
| Does not meet pass criteria | Describes the environmental and human impacts on the long-term preservation and safe keeping of objects | Explains the scientific processes that lead to the environmental and human impacts on the long-term preservation and safe keeping of objects and actions taken to minimise them |
| Does not meet pass criteria | Describes the different care requirements of a range of objects and materials | Explains appropriate links between conservation and the principles of caring for objects |
| Does not meet pass criteria | Describes how to recognise and report risks in-line with company procedures.  Describes how to create and interpret data associated with storage and movement of objects in-line with company requirements | Explains the implications to the organisation and wider industry reputation of not identifying or recognising the risks associated with the storage and movement of objects |
| Does not meet pass criteria | Describes the risk factors and vulnerabilities of objects, their materials and construction to inform and plan for appropriate technical work associated with the sound storage, movement and display of objects including manual handling techniques, installation, and types of transportation to prevent object damage/decay | Explains the impact on planning technical work of how a range of materials interact with each other |
| Does not meet pass criteria | Describes the range of materials applicable to packing and storing objects.  Justifies the choices of materials they have made | Explains the potential impact of the use of a range of materials involved in packing and storing on the objects |
| Does not meet pass criteria | Describes cataloguing practices as required by the organisation and can describe the risks associated with data errors | Explains industry best practice and importance of standardised cataloguing practices e.g. Spectrum |
| Does not meet pass criteria | Describes the range of environmental impacts on objects e.g. pest management, humidity, temperature, light levels including UV, environmental pollution | Explains processes to mitigate the environmental impacts on objects e.g. pest management, humidity, temperature, light levels including UV, environmental pollution |
| Does not meet pass criteria | Describes eporting processes for risks in-line with organisation’s policies and procedures | N/A |
| Does not meet pass criteria | Describes the budget implications and constraints on their work activities | Explains identifying best use of money/value for money in their work activities |
| Mission, values and purpose | Does not meet pass criteria | Describes the links between mission, values and objectives of the organisation and the impact of the context in which it operates on these (e.g. public/private facing, financial model, audiences and customers) | Relates personal activities to the organisation achieving its objectives |
| Does not meet pass criteria | Describes the importance of understanding third party objectives/standards and them upholding those of the organisation | Explains the mutual benefit of mutual understanding all parties objectives/standards |
| Does not meet pass criteria | Describes the importance of audiences and impact of audience diversity to the success of the organisation | Explains how they consider audiences and their make-up in the own role |
| Does not meet pass criteria | Describes the organisation’s code of ethics and approaches to sustainable practices | Explains the impact and benefits of having a code of ethics and sustainable practices |
| Does not meet pass criteria | Describes a range of types of museums and galleries across the UK as well as explaining the economic and social conditions within which these operate | Explains the wider social and economic factors that impact their organisation and the wider museum and galleries sector |
| Equality and diversity | Does not meet pass criteria | Describes the organisation’s strategies for widening access, inclusion and diversity and explains their responsibilities in making them successful | Explains why the strategies are important and how they can support them |

|  |  |  |  |
| --- | --- | --- | --- |
| Skills | Fail criteria | Pass criteria | Distinction criteria |
| Collections care and the safe management, storage and display of objects | Does not meet pass criteria | Describes immediate improvements made as a result of carrying out reviews to storage and display areas | Evaluates the storage and display areas review outputs to make recommendations for future, longer term improvements |
| Does not meet pass criteria | Demonstrates occasions of reviewing, repairing, relining and adapting showcases as required | Evaluates the reasons for review, repair, reline and adaptation of the showcases and the impact on the object of undertaking these activities. |
| Does not meet pass criteria | Demonstrates assisting with the identification of faults and appropriate maintenance of equipment and machinery used in technician’s work eg ladders, scaffolding, hand tools, trolleys, band saws, laser cutters and any hot metal equipment for making mounts for objects. in accordance with the Organisation’s policies and procedures. | Recognises the wider implications of the appropriate maintenance of equipment and machinery |
| Does not meet pass criteria | Describes pest/environmental related risks to objects in the organisation’s care and recommends actions to minimise them | Relates pest infestations to other underlying issues such as unseen environmental conditions |
| Does not meet pass criteria | Describes assisting with collections and object care procedures including examination, treatment and full documentation on a wide range of objects. | Explains the links and wider implications of your role as a Museum & Galleries Technician in relation to conservation activities |
| Risk assessment and reporting | Does not meet pass criteria | Demonstrates liaising with relevant staff to make sure that the object database is up to date with the outcome of activities | Explains the wider impact of not making sure that the database is up to date |
|
| Does not meet pass criteria | Demonstrates accurately documenting and reporting the condition of the objects in line the organisation’s policies and procedures including photographing objects to maintain visual records and aid accurate record keeping. | Explains the wider impact of not accurately documenting and reporting the condition of the objects in line the organisation’s policies and procedures |
| Does not meet pass criteria | Demonstrates contributing to the information for inclusion in condition and treatment reports for objects | Explains the implications and reasons for condition and treatment reports for objects and the wider implication of undertaking these activities |
| Delivering against curatorial specifications | Does not meet pass criteria | Describes interpreting agreed plans to suitably prepare the relevant space for object installation and de-installation e.g. plinth manufacture, false wall building, artist commissions | Explains making suggestions for improvement to/identifying appropriate changes to agreed plans and justifies their recommendations |
| Does not meet pass criteria | Clearly describes offering advice and guidance about appropriate display, storage and environmental controls for objects to internal or external stakeholders | Clearly explains offering more detailed advice and guidance about appropriate display, storage and environmental controls for objects to internal or external stakeholder taking into account wider organisation implications |
| Management of technical resources | Does not meet pass criteria | Demonstrates researching and sourcing appropriate materials, tools, equipment and supplies needed to make displays, mounts, cases and commissions in-line with organisation’s policies and procedures | Justifies the recommendations for selecting materials, tools, equipment and supplies needed to make displays, mounts, cases |
| Does not meet pass criteria | Where appropriate, demonstrates ordering appropriate materials, tools, equipment and supplies needed to deliver technical designs and store objects in line with the organisation’s purchasing procedures and budget constraints of the task | N/A |
| Does not meet pass criteria | Demonstrates timely completion of documentation associated with sourcing and managing materials in-line with company standards | Explains identifying improvements in the process of completing documentation associated with sourcing and managing materials and the benefits of those changes |
| Problem solving | Does not meet pass criteria | Demonstrates identifying unexpected challenges such as changes in environmental and biological conditions, deviation from the specifications and operational restrictions that impact their activities | Explains anticipating typical unexpected challenges and actions taken to prevent/reduce their impact |
| Does not meet pass criteria | Demonstrates offering and implementing appropriate solutions to the identified challenge when they are within their own area of responsibility or when to seek appropriate guidance from others | Explains evaluating solutions and effectively advising others on them whilst making sure the solutions are included in future plans |
| Communication | Does not meet pass criteria | Demonstrates clearly writing, speaking and presenting appropriate information in relation to their role to others | Explains confidently presenting information relative to their role to others |
| Does not meet pass criteria | Demonstrates accuracy in completing a wide range of documentation associated with their role in-line with company standards | N/A |
| Does not meet pass criteria | Recognises different methods of communication appropriate to the issue and/or the audience | Explains the selected method of communication and justifies its use in relation to the context of the issue and the requirements of the audience |
| Working Relationships | Does not meet pass criteria | Demonstrates working as part of a team and appropriate cross-department working, sharing responsibilities to achieve objectives | Explains wider context of their activities within the organisation recognising opportunities for collaboration to achieve objectives |
| Does not meet pass criteria | Demonstrates meeting milestones and deadlines, working within budgets and providing regular progress reports in-line with curatorial and/or collections care requirements | Explains involvement in planning processes relative to curatorial and/or collections care requirements and pre-empting, identifying and informing others of variations required to ensure deliverables are achieved |
| Does not meet pass criteria | Demonstrates consistently achieving a range of appropriate tasks independently | Explains going above and beyond within roles parameters to achieve independent tasks more effectively/efficiently |

|  |  |  |  |
| --- | --- | --- | --- |
| Behaviours | Fail criteria | Pass criteria | Distinction criteria |
| Equality and Diversity | Does not meet pass criteria | Proactively develops and maintains positive working relationships by treating others ie colleagues, visitors and members of the public with respect, tolerance and dignity | Recognises the value of equality & diversity to the organisation and evidence of volunteering to support initiatives across the organisation/wider sector |
| Does not meet pass criteria | Takes others views into account and is diplomatic and tactful when dealing others | Uses active listening techniques and asserts own opinion in a diplomatic and tactful way |
| Attention to detail | Does not meet pass criteria | Always applies appropriate knowledge and skills to achieve activities, knowing current limitations and when to seek support and the appropriate person(s) to ask | Uses support from others to enable them to implement appropriate solutions ‘next time’. |
| Positive attitude | Does not meet pass criteria | Is always positive, cooperative, receptive and resilient | Offers support to others to encourage them to be positive, cooperative, receptive and resilient at all times |
| Does not meet pass criteria | Willingly takes on different tasks, identifying support that may be required | Proactively identifies tasks to be involved in which support personal learning |
| Does not meet pass criteria | Willingly learns, adapts and seeks training in new skills and approaches and shares that learning with others | Proactively identifies and justifies new skills required and approaches to improve work activities |
| Does not meet pass criteria | Identifies how, in their day to day activities, they always act as an Ambassador for the organisation | Seeks opportunities to act as Ambassador for the organisation |
| Drive and passion | Does not meet pass criteria | Acknowledges problems they have identified and the possible solution(s) they offered to resolve them | Reflects on lessons learnt from problems and identifies what they would do differently next time |
| Sustainability and Environmental Impact | Does not meet pass criteria | Demonstrates undertaking work in-line with the organisation’s sustainability and environmental policies and procedures | Explains why policies and procedures are required and the impact on the organisation of not following them |