

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

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

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Introduction and overview

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

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

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

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

The EPA must be completed within an EPA period lasting a maximum of 6 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:

Professional Discussion

- Fail
- Pass
- Distinction

Project

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

<p>On-programme (typically 30 months)</p>	<p>Training to develop the occupation standard’s knowledge, skills and behaviours.</p>
<p>End Point Assessment Gateway</p>	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • Employers work with the training provider to assess when the candidate is able to demonstrate the required knowledge, skills and behaviours outlined in the Standard. The employer will have the final say on whether the candidate is ready for the EPA. 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.
<p>End Point Assessment (which would typically take 1 month)</p>	<p>Assessment Method 1: Professional discussion underpinned by portfolio of evidence Assessment Method 2: Project</p>

Length of end-point assessment period

The EPA (including all assessment methods) must be completed within 6 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 6 weeks after the start of the EPA period.

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

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

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

English and mathematics at level 2.

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

Prior to the gateway decision, the following will be required:

- Employers work with the training provider to assess when the candidate is able to demonstrate the required knowledge, skills and behaviours outlined in the Standard. The employer will have the final say on whether the candidate is ready for the EPA.
- 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.
- Candidates will then need to have completed the 'Portfolio', this must be signed off by the employer and the training provider and be submitted to the EPAO. The EPAO will then be able to confirm whether the candidate has provided sufficient material and evidence to proceed to assessment.

Assessment Methods

Assessment Method 1: Professional discussion

Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on coverage of prior learning or activity, problem solving.

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 supported by a portfolio will be an effective way by which candidates can demonstrate a wide range of evidence against the KSB being assessed via this method.

Delivery

The independent assessors will conduct and assess the professional discussion.

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

During the discussion, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

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

Prior to the professional discussion, candidates must have already submitted a 'Portfolio' of evidence to the EPAO. This will detail each of the KSB being assessed by this method and will detail the evidence the candidate will be able to draw from during the discussion. This will be reviewed by the EPAO, and candidates are expected to prepare this information to show at their assessment.

Candidates 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 candidate can run through during the questioning to show examples of the work.

or

Digital portfolio: Candidates 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 candidate, provided it can be easily assessed

The candidate can supply evidence from as many projects as they wish. Evidence must be drawn from at least 4 projects which the candidate 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

Structure of the discussion

The professional discussion is expected to take 2 hours to complete. Assessors will ask at least 29 open competency-based questions to the candidates chosen from the question bank. Follow up questions are permitted to ensure the candidate has understood the question and to seek additional information that the candidate might present to evidence they are working at the distinction level (see Grading section)

Questioning must cover the following areas:

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

When answering questions, candidates 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.

Reporting

It is the assessors' responsibility to record the detail of the professional discussion on the 'Assessment Report form'. Discussions may be recorded with the express permission of the candidate to support the assessors in writing up the report following the discussion.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion. The independent assessor will make all grading decisions. The independent assessor will make all grading decisions.

Venue

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

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) Portfolio Summary Template:** The EPA must prepare a document which outlines the content of the 'portfolio. This is to detail each of the KSB along one side and provide space for the candidate to provide a description of the evidence they have attached alongside the evidence. Supporting this, the EPAO must produce guidance on preparing the portfolio, detailing exactly what it should be contained, and how it should be structured. As indicated previously there isn't a set structure, but guidance must include advise on the preparation of a physical or a digital portfolio.
- 2) 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 should include each of the KSB criteria and outline the evidence the assessors have identified to support their assessment decisions for each of these criteria. This will be used as the basis of moderation and the recording of final assessment decisions.
- 3) 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 candidate will be providing responses to. These can then be tailored by the assessors and follow up questions can be asked to ensure the candidate has fully understood and to seek answers which may support the distinction criteria.

Assessment Method 2: Project

Overview

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

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA.

Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment

method). The EPAO should sign-off the project title to confirm its suitability prior to the project commencing.

The rationale for this assessment method is: A detailed report focusing on an object / collection the candidate has worked on will be an effective way by which candidates will be able to evidence the skills they have demonstrated drawing out their underpinning knowledge which has supported their decision making.

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 10 week(s) of the EPA start date. The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

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

- Candidates will need to be supported in identifying the suitable projects for their report.

The project should be submitted electronically.

The project may be based on a specific project the candidate has worked on during their apprenticeship. Candidates must select a project in which they are able to evidence their role in the decision making. They do not have to have had full autonomy. The project must relate to practical projects (such as the implementation of preventive measures, or the undertaking of basic treatment).

As a minimum all projects must include: The report template which the candidate will follow will be broken down into 5 sections.

- 1) Introduction:** providing a brief overview of the project, its start and end dates and the candidate's role within the project.
KSB Assessed: K1
- 2) Assessment of cultural heritage:** Candidates are expected to show images and text to demonstrate their initial assessment of the project drawing out their technical understanding of the cultural, historic and spiritual context of the project as well as their knowledge of materials within their care. This will allow the candidate to draw out their underpinning knowledge, as well as show how they are able to
KSB Assessed: K1, K2, K7, K8, K10, S3
- 3) Options and strategies:** This will detail the varying options which the candidate proposed for their work, again allowing them to draw out their knowledge of materials and structures.
KSB Assessed: S4, S5
- 4) Conservation Measures:** Detailing the work undertaken by the candidate.
KSB Assessed: S1, S6, S7, S8, S9

5) Reflection: Allowing the candidate to reflect on the relative success of their project, giving them the opportunity to consider how they might approach the project differently, or what they would take from their experience of this project into future areas of work.

KSB Assessed: S9

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

The project will be conducted as set out here:

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

Marking

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

Other relevant information

The Project will be followed up by a question and answer session of 30 minutes (+ 10%). The assessors may ask up to 15 questions. Questions are intended to check the candidate's knowledge and to provide additional detail which would support the candidate in either moving from the fail to pass or pass to distinction criteria. Questions will be generated by the assessors in response to the specific projects which the candidate 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.

Required supporting material

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

None.

Weighting of assessment methods

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

Grading

Assessment Method 1: Professional discussion

KSBs	Name of grade	Grade descriptor
B1, B2, B3, B4, B5 K3, K4, K5, K6, K9, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21 S2, S10, S11, S12, S13, S14, S15	Distinction	<p>The candidate must meet all of the 'pass' criteria. To achieve a distinction, all criteria must be met at the distinction level. The candidate must:</p> <ol style="list-style-type: none"> 1. Demonstrate how they are able to identify complex or non-routine work processes (B4) 2. Is able to apply evaluate the success of CPD activities to identify further learning opportunities to help meet professional development goal (K17) 3. Is able to identify how they might change their course of action in the future for similar projects (K11) 4. Is able to explain how this information has impacted on the course of action chosen for an object or collection (K13) 5. Is able to apply evaluate the success of CPD activities to identify further learning opportunities to help meet professional development goal (K16, K17) 6. Being able to apply differing learning styles to different development needs (K18) 7. Able to reference specific codes and relate their application to their area of work (K19, S14, S15, B1, B2)
	Merit	N/A
	Pass	<p>In order to achieve a 'pass' the candidate 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 candidate must:</p> <ol style="list-style-type: none"> 1. Is able to demonstrate the application of their work place's health and safety policies associated with their areas of work, these may include COSHH, working at heights, handling heavy objects (B3, K15) 2. Demonstrates that they are able to work effectively meeting deadlines and are able to communicate the progress of their work to colleagues (B4)

		<ol style="list-style-type: none"> 3. Demonstrates that they communicate clearly with colleagues keeping them up to date with the progress of their work (B5) 4. Is able to describe the ten agents of deterioration, giving examples of how they are related to their work (K4) 5. Is able to describe the difference between active and historic deterioration with reference to their work (K5) 6. Is able to explain the relevant statutory, quality and policy standards related to their own specialist area (K6) 7. Is able to provide an outline of the range of treatments, conservation measures that would be carried out within their area of practice (K9) 8. Is able to demonstrate how they have evaluated the success of work they have completed (K11) 9. Explains how they are able to set up and use specialist equipment that they need to use to perform their job role (K12) 10. Is able to explain how to record data using specialist equipment (K13) 11. Is able to outline the processes for record keeping within place of work (K14) 12. Has an understanding of what information should be in a CPD log. This should include: Reflection on skills needs, identifying activities, setting targets and reflecting on the activity (K16, K17) 13. Has an understanding of differing learning styles, and able to describe what works for them (K18) 14. Shows an understanding of codes of practice and ethics related to area of practice (K19, S14, S15, B1, B2) 15. Is able to identify the most relevant professional bodies code of conduct and explain how it would apply to their own area of work (K20) 16. Demonstrates that they understand the limits of their own understanding, and shows how they work with other colleagues to agree appropriate courses of action (K21) 17. Is able to demonstrate that they are able to handle objects to specified guidelines, and explain the specific guidelines and policies they are referring to (S2, K3) 18. Is able to provide advice and guidance related to their work. This may relate to the aftercare after a treatment, or explaining the work they have
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		<p>undertaken through documentation or demonstration (S10)</p> <p>19. Demonstrate that they complete tasks within the time allocated to them (S11)</p> <p>20. Shows and awareness of current thinking within area of practice (S12)</p> <p>21. Demonstrate how they have practiced and developed their skills in line with current practice (S13)</p>
	Fail	Fails to provide evidence of meeting all of the Knowledge, Skills and Behaviour criteria.

Assessment Method 2: Project

KSBs	Name of grade	Grade descriptor
K1, K2, K7, K8, K10 S1, S3, S4, S5, S6, S7, S8, S9	Distinction	<p>The candidate must meet all of the 'pass' criteria. To achieve a distinction, all criteria must be met at the distinction level. The candidate must:</p> <ol style="list-style-type: none"> 1. Is able to explain the context in which they are working and how this may impact on the environment in which the work is being carried out (K2) 2. Is able to identify the impact on an object or collection of not being subject to appropriate environmental conditions (K8) 3. Is able to demonstrate an awareness of the impact of these estimates not being met (K10) 4. To be able identify ways to mitigate the risk (S3) 5. Is able to show how they have applied previous knowledge and experience, and the work of others to inform these decisions (S4) 6. Is able to explain how this information has impacted on the course of action chosen for an object or collection (S5) 7. Shows technical capability to carry out work on projects which are complex (Technically, require the marshalling of a wide range of resources, present value conflicts or require choices between options which lead of different outcomes) (S6) 8. Is able to adapt tools and equipment to meet the requirement for a project (S7)
	Merit	N/A
	Pass	All KSB criteria must be passed in order for a pass to be given overall. To achieve this level, the candidate must:

		<ol style="list-style-type: none"> 1. Is able to explain the cultural, historic and spiritual context of objects and structures within their care (K1) 2. Explain the wider context in which their work is carried out (K2) 3. Is able to describe the material, structure and use of objects within their care (K7) 4. Is able to identify appropriate environmental conditions for objects within their care. This may include lux, relative humidity and temperature (K8) 5. Is able to demonstrate that they can identify the appropriate timeframe and resources required to complete their work (K10) 6. Demonstrates how they have consistently used their underpinning knowledge in the course of their work. Is able to use the appropriate technical language (S1) 7. Is able to assess and identify the risks to an object (S3) 8. Is able to show how their assessment of objects / collections combined with their underpinning knowledge is used to select the appropriate course of action (S4) 9. Is able to demonstrate that they are able carry out tests taking into account the materials and significance of the object / collections (S5) 10. Shows technical capability to carry out work on projects which are routine (S6) 11. Is able to select the appropriate tools and equipment required for a project (S7) 12. Able to complete and maintain records of work to a recognised standard (S8) 13. Demonstrates an awareness of risk in related to area of work, including identifying areas of risk and completing appropriate legal and internal documentation (S9)
	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. Both assessment methods have equal weighting in the overall grade.

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

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

Roles and responsibilities

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

	<p>the standard and monitor their progress during the on-programme period</p> <ul style="list-style-type: none"> • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself
N/A	N/A

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 assessor must have the following:
 - Be a trained assessor with recognised assessing qualification
 - Currently practising as a conservator or senior conservation technician and able to demonstrate at least ten years of practice in the field.
 - The assessor must be able to demonstrate an appropriate level of knowledge of the specialism / sector in which the apprentice is working.
 - Have a sound understanding of the Cultural Heritage Conservation Technician 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 candidate.

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. The assessor will have the following minimum skills, knowledge and occupational competence:

Two assessors are required to undertake the assessment.

- 1) One assessor must be an Accredited Conservator Restorer (ACR), recognised by the Institute of Conservation.
- 2) The other assessor must either be an ACR or a Conservation Technician / Conservator with at least 10 years' experience in the sector.
Both must be trained assessors with a recognised assessing qualification.

- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- Ensure all assessors attend a standardisation meeting at least once per year

Re-sits and retakes

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

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

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

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

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

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

- using an employer's premises
- use of a project report will reduce costs

Reasonable adjustments

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

Mapping of KSBs

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	The cultural, historic, and spiritual context of objects and structures and how to operate within these frameworks. Examples might include work on human remains or objects of religious significance (e.g. not using materials derived from pigs on Jewish or Islamic objects)	Project
K2	The wider heritage contexts in which conservation is carried out and how conservation practices and their heritage context can affect one another	Project
K3	The handling procedures and equipment that might be required e.g. in moving collections or objects or differing options for digital archives	Professional Discussion
K4	Agents of deterioration	Professional Discussion
K5	The difference between active and historic deterioration	Professional Discussion
K6	Relevant statutory, quality and policy standards within own area of work	Professional Discussion
K7	Different materials, structure and use of objects and structures in their care e.g., the different structures of books from a range of time periods and geographical areas, particularly in relation to display requirements and digitisation	Project
K8	Appropriate environmental conditions for the objects in their care.	Project
K9	The range of conservation measures from preventive care to interventive treatment carried out within area of practice	Professional Discussion
K10	Baseline estimates of the time and resources needed to complete each task	Project
K11	How to evaluate methods for achieving the aims and deliverables	Professional Discussion
K12	How to use specialist equipment. e.g. those used for environmental monitoring or training in software and coding for time-based media	Professional Discussion
K13	How to record data using specialist equipment	Professional Discussion

K14	The importance of record keeping and data management procedures in their work	Professional Discussion
K15	Legal requirements and obligations relating to health and safety, employment and contract law and international agreements e.g. such as the regulations surrounding use of in the use of specific chemicals used in the routine cleaning of objects	Professional Discussion
K16	How to develop a personal development plan for learning and self-development with realistic but challenging objectives	Professional Discussion
K17	How to keep a CPD log	Professional Discussion
K18	How to select and apply appropriate learning techniques and methods	Professional Discussion
K19	Professional judgement and ethical behaviour in their area of practice	Professional Discussion
K20	The appropriate professional body's code of conduct and how to observe it in the workplace	Professional Discussion
K21	The limits of their own understanding, abilities and responsibilities, and how to practice within them. i.e. when to seek support of the qualified conservator	Professional Discussion
Skills		
S1	Use technical information in the course of practical projects.	Project
S2	Handle objects (such as sculpture and textiles) according to the specified handling guidelines for the item, or where these are not available, according to the requirements of experienced colleagues	Professional Discussion
S3	Assess condition and possible risks to an item in collaboration with supervisor	Project
S4	In consultation with a conservator, select methods and materials appropriate to the object and the work to be carried out e.g. to process digital artworks, to clean objects	Project
S5	Test methods for effectiveness before implementing them e.g. Use of monitoring equipment to check storage conditions or checking software for digital art	Project
S6	Carry out interventive or preventive conservation measures in agreement with supervisor. This could be cleaning of objects and historic interiors, monitoring insect pests in collections or more specific tasks such as condition checking	Project

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