

# 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

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# 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 Conservation from a recognised Higher Education Institution.

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:

## **Assessment Method 1: Professional Discussion**

- Fail
- Pass
- Distinction

## **Assessment Method 2: Project**

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

# EPA summary table

<b>On-programme</b> (typically 54 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End Point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics Level 2</li> </ul> <p>Apprentices must complete the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> <li>• MA / MSc Conservation</li> </ul>
<b>End Point Assessment</b> (which would typically take months)	Assessment Method 1: Professional Discussion Assessment Method 2: Project
<b>Professional recognition</b>	Aligns with recognition by: <ul style="list-style-type: none"> <li>• Institute of Conservation</li> </ul>

## 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.

## 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.

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

- MA / MSc Conservation

For Professional Discussion:

- 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.

For Project:

- no specific requirements

# 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.

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 portfolio of evidence supporting a professional discussion is the standard method of assessment used in the conservation profession. This assessment method is effective at enabling the candidate to demonstrate their underpinning knowledge of conservation in an efficient way.

### Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 150 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.

At the gateway stage, 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 discuss this information at 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

Evidence must be drawn from at least 4 projects (but the candidate can choose to use up to 10 projects should that be appropriate) which the candidate has worked on during the internship. 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 150 minutes to complete. Assessors will ask at least 36 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.

The professional discussion may be observed by who will play the following role(s):

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 advice 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: Conservators regularly have to produce reports of their conservation work throughout their careers. 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 6 week(s) of the EPA start date. The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

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

- The EPAO will support the candidate in agreeing the topic for the assessment. Assessors will then be on hand to provide advice and guidance as candidates prepare their report to ensure that it is fit for purpose.

The project should be submitted electronically.

Candidates must prepare a report on a conservation project which they have worked on during their apprenticeship. This should be a project in which they have had significant involvement in which their involvement and decision making can be clearly verified. However, they do not have to have had complete autonomy for the full project. This project should be 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 candidate'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. Candidates 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 candidate'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**

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:

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

- **Assessment Preparation Form:** This is to be developed by the EPAO and will be used as the basis for both assessment methods. For the 'Project' this will include each of the 21 KSB criteria to be assessed and a space for the topic of the project the candidate is choosing to write up. This will allow the candidate to explain how the project will enable them to evidence the required EPA. This can then be approved by the EPAO prior to writing up.

## **Weighting of assessment methods**

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

## **Grading**

### **Assessment Method 1: Professional Discussion**

<b>KSBs</b>	<b>Name of grade</b>	<b>Grade descriptor</b>
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	<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"> <li>1. Candidate can outline the impact of new techniques and ideas and explain how these might be tested (K5)</li> <li>2. Candidate can explain how an understanding of other specialist areas of conservation could influence their decision making. Candidates can explain how they would research and test this information before they implemented it in practice (K11)</li> <li>3. Candidate is able to explain how they would commission and manage conservation services outside their area of practice (K13, S21)</li> </ol>

		<ol style="list-style-type: none"> <li>4. Candidate is able to explain how they would have to alter the management of a project responding to delays, or unknown impacts on their work (K14)</li> <li>5. Candidate can explain the likely impact on the development of new techniques for their area of work. Candidates can explain how they would research and test this information before they implemented it in practice (K15)</li> <li>6. Candidate has made recommendations for altering the environmental conditions as much as is practically possible for objects / collections within their care (S1)</li> <li>7. Candidate is able to translate their initial risk assessment to the project, explaining how they have monitored and manage the risk during conservation measures (S5)</li> <li>8. Candidate can explain how they would reduce the impact on objects which are not ranked highlight after prioritising areas for conservation work (S12)</li> <li>9. Candidate shows technical capability to undertake treatment or implement conservation measures on objects / collections which are complex and non-routine (B2)</li> <li>10. Candidate has identified future areas for development and is regularly reviewing their practice (S23)</li> <li>11. Demonstrates that they are able to explain complex and non-routine concepts clearly to other professionals, colleagues or members of the public (B5)</li> </ol>
	Merit	N/A
	Pass	<p>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 candidate must:</p> <ol style="list-style-type: none"> <li>1. Can outline the current conservation practice within their area of work, describing their methods and application to their work (K5)</li> <li>2. Able to describe the impact of legislation on the decision making within their area of practice (K7, K18)</li> <li>3. Can shows understanding of areas of practice related to their own specialism. i.e. those working in</li> </ol>

		<p>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)</p> <ol style="list-style-type: none"> <li>4. Candidate is able to outline the process of commissioning and managing conservation services within their area of work (K13, S21)</li> <li>5. Able to describe the processes of managing a project with reference to the steps they have taken in their work (K14)</li> <li>6. Shows an awareness of new practice within area of specialism (K15)</li> <li>7. Shows an awareness of the limits of their own understanding and is able to explain what they might do if it were the case (K16, S28)</li> <li>8. Is able to describe the underpinning principles of the profession, outlining codes of practice and ethics and can describe how these are applicable to their area of work (K17, S25, B1)</li> <li>9. Candidate is able to demonstrate how they have considered the impact of the environment on objects / collections within their care (S1)</li> <li>10. Candidate is able to evaluate the risks posed to objects outlining the factors that would need to be considered to ensure its stability (S5)</li> <li>11. Candidate is able to recognise and explain when projects are complex and non-routine, and can articulate how they might approach such projects, identifying how they have through additional information as required (S8)</li> <li>12. When considering options, candidate has shown that they have considered and assessed 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)</li> <li>13. Candidate has assessed the priority of objects for treatment resulting from their assessment relating to resources or the condition of other objects (S12)</li> <li>14. Shows technical capability to undertake treatment or implement conservation measures resulting in work of a recognised standard (B2)</li> <li>15. Candidate has provided support / supervision to volunteers or has overseen the running of projects. Candidate is able to articulate the steps they undertook to plan and monitor the project (S19)</li> </ol>
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		<p>16. Candidate has been able to provide support to other professionals, and has an awareness of the practices of related professionals (S20)</p> <p>17. Candidate has demonstrated how they have monitored and developed their skills to ensure they remain on top of current practice (S23)</p> <p>18. Candidate has promoted conservation to lay and expert audiences, outlining the principles and practices of their work (S24)</p> <p>19. Candidates have shown how they have been able to identify value conflicts and dilemmas and how they have addressed this (S26)</p> <p>20. Candidate is able to demonstrate when additional legal support is required and understands who to contact to seek that information (S27)</p> <p>21. Candidate is able to describe their workplace's health and safety policies associated with their area of work, these may include COSHH, working at heights, handling heavy objects. Candidate should be able to demonstrate how they have followed and implemented these processes (B3, S17)</p> <p>22. Demonstrates that they are able to work effectively meeting deadlines and are able to communicate the progress of their work to colleagues (B4, S10)</p> <p>23. Demonstrates that they communicate routine concepts clearly with colleagues keeping them up to date with the progress of their work (B5)</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, K3, K4, K6, K8, K9, K10, K12, K19, S2, S3, S4, S7, S9, S13, S14, S15, S16, S18, S22	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 demonstrate:</p> <ol style="list-style-type: none"> <li>1. Can explain the material science related to complex and non-routine objects (K1)</li> <li>2. Candidate is able to explain how an understanding of the historic change or damage to an object would influence the treatment / care of an object (K2)</li> <li>3. Candidate understands the impact of their decision making (K3, S4)</li> <li>4. Candidate shows a broad depth of understanding of their specialism demonstrating their ability to</li> </ol>

		<p>research and synthesise complex ideas into practice (K4)</p> <ol style="list-style-type: none"> <li>5. Candidate can outline the impact of new techniques and ideas and explain how these might be tested (K8, K10)</li> <li>6. Candidate to explain the impact of stakeholder decisions on the treatment / care of objects / collections (K6,)</li> <li>7. Candidate can assess the physical nature of materials and collections for objects / collections that are complex or non-routine (S2, S3)</li> <li>8. Candidate is able to show 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)</li> <li>9. Candidate shows technical capability to undertake treatment or implement conservation measures on objects / collections which are complex and non-routine (S13)</li> <li>10. Candidate can explain 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)</li> <li>11. Candidate is able to complete and maintain records to an appropriate standard, effectively identifying the rationale for the information being provided and its value for future conservation work (S15)</li> <li>12. Candidate shows how they have negotiated the resources required and worked collaboratively to agree the resources required for a project (S18)</li> <li>13. Candidate demonstrates how they have applied their new learning to their area of practice (S22)</li> </ol>
	Merit	N/A

	Pass	<p>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 candidate must:</p> <ol style="list-style-type: none"> <li>1. Candidate is able to explain the 10 agents of deterioration and is able to explain the underpinning material science related to routine objects / collections in their care (K1)</li> <li>2. Candidate is able to discuss the historic context of objects / collections identifying previous damage or changes of use (K2)</li> <li>3. Candidate is able to outline the historic significance of objects / collections within their care and how this might influence conservation decision making (K3, S4)</li> <li>4. Candidate is able outline the underpinning conservation theory related to their area of work, demonstrating how they undertake investigation to support their initial assessment (K4)</li> <li>5. Can outline the current conservation practice within their area of work, describing their methods and application to their work (K8, K10)</li> <li>6. Candidate understands the wider context in which their work is carried out with relation other stakeholders (K6)</li> <li>7. Candidate is able to describe the materials regularly used in their area of practice explaining their structure and application (K9, K19)</li> <li>8. Candidate can successfully identify the nature of materials and the condition of collections within their care, and how this would impact on their options and decision making (S2, S3)</li> <li>9. Candidate has shown how they have thought through and presented the relevant conservation options for collections / objects within their care (S7)</li> <li>10. Candidate is able to demonstrate that they are able to provide advice and guidance related to relevant legislation to objects / collections within their care (S9)</li> <li>11. Shows technical capability to undertake treatment or implement conservation measures resulting in work of a recognised standard (S13)</li> <li>12. Can evidence that they have monitored the impact of their conservation measures (S14)</li> <li>13. Able to complete and maintain records to an appropriate standard (S15)</li> </ol>
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		<p>14. Candidate has shown how they have detailed the resources and materials required to undertake a project within their documentation (S18)</p> <p>15. Candidate demonstrates how they have reflected on their current practice to inform them of future areas for development (S22)</p> <p>16. Candidate is able to describe their workplace's health and safety policies associated with their area of work, these may include COSHH, working at heights, handling heavy objects. Candidate should be able to demonstrate how they have followed and implemented these processes (K12)</p> <p>17. Demonstrates that they are able to work effectively meeting deadlines and are able to communicate the progress of their work to colleagues (S16)</p>
	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	<ul style="list-style-type: none"> <li>• complete the on-programme element of the apprenticeship</li> <li>• prepare for and complete the EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• identify when the apprentice is ready to pass the gateway and undertake their EPA</li> <li>• notify the EPAO that the apprentice has passed the gateway</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• have processes in place to conduct internal quality assurance and do this on a regular basis</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> </ul>
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• 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</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• Plays no part in the EPA itself</li> </ul> |
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## 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 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 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 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 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 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 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 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

## 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
<b>Knowledge</b>		
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
<b>Skills</b>		
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 with other practitioners.	Professional discussion
<b>Behaviours</b>		
B1	An awareness of the of 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