![Institute for Apprenticeships & Technical Education]

End-point assessment plan for Curator apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end point assessment
ST0782	7	No

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Curator apprenticeship standard. It is for end-point assessment organisation (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Curator apprentices, their employers and training providers.

Full time apprentices will typically spend 36 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.

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 typically lasting 6 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Exhibition project and written report

- fail
- pass
- distinction

Assessment method 2: Professional Discussion underpinned by a portfolio of evidence

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

EPA summary table

On-programme (typically 36 months)	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point Assessment Gateway	The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules For the professional discussion, the apprentice must submit • a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End Point Assessment (which would typically take 6 months)	Assessment Method 1: Exhibition Project and written report With the following grades: • fail • pass • distinction Assessment Method 2: Professional Discussion underpinned by portfolio of evidence With the following grades: • fail • pass • distinction Overall EPA and apprenticeship can be graded: • fail • pass • distinction

Length of end-point assessment period:

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 6 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway

The apprentice must meet the gateway requirements before starting their EPA.

They must:
- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence for the professional discussion

Portfolio of evidence requirement:
The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It is expected that there will typically be a minimum of 20 pieces (2 per duty) and a maximum of 30 pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

The format and structure of the evidence portfolio needs to be agreed between the employer, the apprentice and the EPA (e.g. hard copy or on-line). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method professional discussion underpinned by a portfolio

Evidence sources may include:
- written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, including photographic evidence and work products, such work instructions, safety documentation, company policies and procedures as appropriate to the activities.
- Witness testimonies, and feedback from colleagues and/or clients should also be included. The testimonies and feedback must reflect factual accounts of occupational competence. It should not include reflective accounts or any methods of self-assessment.
- The assessment organisation will provide further guidance on the content.

For the exhibition project and written report the apprentice will be required to submit:
- there are no pre-gateway requirements for this assessment method

Assessment methods

Assessment Method 1: Exhibition Project and written report

Overview

The curation of an exhibition 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 must refer to the grading descriptors to ensure that projects are pitched appropriately.

The EPAO should sign-off the project title to confirm its suitability prior to the project commencing. This should be agreed within the first week of entering the EPA period.

This assessment method has 2 components:

- The exhibition project
- Written report

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale
This assessment method is being used because:

- Curators research, understand, develop and interpret collections, themes or subjects to make them accessible to wide ranging and diverse public or private audiences. The Curator's activities support the audiences' development of knowledge by captivating their interest in collections or places. They communicate information to them in a wide variety of ways including developing narratives through displays, exhibitions, public events, digital media methods and publications to bring to life collections both modern and/or ancient across a variety of subjects. This exhibition project and subsequent report will enhance the organisation audience engagement.

- Curators are also required to demonstrate research approaches, analysis of impact of activities and provide succinct information presentation in written reports for dissemination in their organisation, therefore, to support the exhibition project with a written report would fulfil these requirements

- The KSBs identified for this assessment method will naturally occur whilst undertaking the exhibition project and also be reflected in the report.

- The exhibition project and subsequent report will allow demonstration of working to organisational policies and procedures, including involving others as required.

5

Delivery

The exhibition project and written report must meet the below requirements:

The exhibition project may be based on any of the following:
- the curation of a digital/on-line exhibition project
- the curation of a new exhibition, in-line with the organisation's programme strategy
- another exhibition project as agreed by the employer and EPAO

Whilst completing the exhibition project and writing the report, the apprentice should be subject to the supervision arrangements outlined below:

- the employer will need to allow time for the apprentice to research and gain sign-off for the exhibition project content, undertake the project and write the report.
- the apprentice should complete their exhibition project and report unaided. When the exhibition project is submitted or displayed, and the report is submitted, the apprentice and their employer must verify that the submitted project is the apprentice's own work
- It is recognised that the exhibition project may form part of a larger project which will be worked on by the apprentice and others. Although this is not ideal, the employer and EPAO will need to ensure that the project identification, implementation and review processes can be attributed to the apprentice to allow them to demonstrate all KSBs required.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their exhibition project and written report unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the exhibition project and written report are completed.

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early (unless in an emergency). The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

Component 1: Exhibition Project

The exhibition project must contain:
- a minimum of 6 items from 3 different types of media (for example 3-D objects, archival materials, photographs etc) or different sensory groups (for example tactile, auditory, olfactory etc)

Exhibition Projects must be video recorded and should be a continuous, although edited footage is acceptable. Editing should only be used to best illustrate the exhibition and evidence KSBs mapped to the assessment method. All footage submitted will need to be time stamped.

The recording should be a maximum of 15 minutes and should be submitted alongside the written report.

Where a digital exhibition project is chosen this must be submitted to the independent assessor with the written report.

The exhibition project will be conducted as set out here:
- The apprentice will first undertake subject research and visitor insight research based on the agreed exhibition project title to determine content and the scope of the exhibition project (including key performance indicators, budget and resource requirements). The content and scope will be signed-off by the employer prior to commencing the physical/digital exhibition project. This will typically take 2 weeks after the exhibition title has been agreed

- The apprentice should then, working with others e.g. designers/subject experts, develop and install the exhibition project in accordance with organisation project management requirements, prior to undertaking audience feedback. This will typically take 14 weeks.

The apprentice will develop and implement their exhibition project and then submit their video footage or digital exhibition and the written report to the EPAO after a maximum of 20 weeks of the project title being agreed.

Component 2: Written report

In conjunction with undertaking the exhibition project, the apprentice will write a report to support the project's conception, implementation and review. The exhibition project and written report will be assessed holistically.

The written report may be paper based or electronic and should be submitted to the EPAO within 4 weeks of completion of the exhibition project.

As a minimum all reports must include:

- An introduction

- The scope of the exhibition project (including key performance indicators)

- Visitor research and findings to provide the content of the exhibition project

    - research to identify relevance to intended audience - e.g. local community relevance or historical significance with contemporary impact

    - research to ascertain visitor numbers, seasonal/daily flow, and planning to take this into account for goals and visitor growth

    - research visitor-led themes for co-creation of displays/exhibitions • Ideas presentation, budget information, sign-off and selection

- A project plan including milestones, deadlines and those involved

- Exhibition development and installation

- Project outcomes i.e. audience feedback and evaluation including budget management

- Recommendations and conclusions

7

The written report has a maximum word limit of 3,000. A tolerance of plus or minus 10% is allowed. Appendices, references, diagrams etc. will not be included in this total.

The written report must map, in an appendix, how it evidences the relevant KSBs for this assessment method. When the exhibition project and the written report is submitted, the employer and the apprentice should verify that both are the apprentice's own work.

Assessment decisions

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the exhibition project and written report

- the grade achieved

- Report submission process including tracking

- Marking materials for the written report including final grade outcome

- Documentation for the employer to verify the work is that of the apprentice

.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method.

EPAO must produce the following materials to support the project:

- independent assessor EPA materials which include:
  o training materials
  o administration materials
  o moderation and standardisation materials
  o guidance materials
  o grading guidance
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Assessment Method 2: Professional Discussion underpinned by portfolio of evidence.

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

- The knowledge and skills required for this assessment method are specialist and niche and are typically undertaken on a planned schedule.
- The professional discussion underpinned by portfolio of evidence will allow the apprentice to demonstrate all KSBs.
- Curators are required to be comfortable in face-to-face discussions about their role and the objectives of it in relation to their organisation and the wider sector. They are required to explain and justify their rationale in relation to complex narrative.
- This method is closely aligned to the requirements of the role. The professional discussion underpinned by a portfolio of evidence will allow the apprentice to demonstrate the ability to perform the role in a different context or large/small organisations in order to demonstrate transferable skills.

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion. It should cover the KSBs mapped to this assessment method.

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.
The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 150 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 20 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:
- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions
- the grade achieved

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method.

The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early (unless in an emergency). The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so.

The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion:
- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading
Assessment method 1: Exhibition project and written report

KSBs	Fail	Pass Apprentice must pass all the pass criteria	Distinction Apprentice must pass all the pass criteria and all of the distinction criteria.
K7 K10 K12 K15 K16 K19 K20 S2 S3 S6 S7 S11 S12 S13 S15 S17 S18 S20 S24 B3 B4 B6	Does not meet the pass criteria	Explains how they have demonstrated analysis of internal/external engagement methods to identify appropriate content development, interpretation and application strategies. (K7) Explains how they have used appropriate visitor experience processes to determine and use appropriate interpretation methodologies, refresh and/or represent displays/exhibitions (K10, S3) Explains how they have used the theory and practice of presentation, interpretation and programming, including emerging digital skillsets, as well as interpreting and responding to research, visitor research, intelligence and analysis of audience feedback to deliver new exhibitions, projects and collection displays using initiative and imagination (K15, S2, S6, S13, B3) Explains how they have identified appropriate negotiation strategies and have negotiated with stakeholders to achieve agreed project outcomes. (K19, S18) Explains how they have worked with subject experts and designers to develop creative interpretation/story telling approaches and content for public programming and used influencing techniques which achieve the required outcome. (K20, S7, S12) Explain how they have applied the Organisation's project management processes in order to work with others to achieve projects from inception to	Explain how they have identified and evaluated new ways of presenting and engaging audiences with displays and collections (K7) Explain how they have identified how to reach new levels of audiences – perhaps not previously reached - and justified the approaches to broaden community engagement and relevance (K10, S7, S13) Explain how they have identified organisational/inter-departmental improvements/changes as a result of personal engagement with wider teams. (S11) Explain how they have identified, evaluated and substantiated recommendations regarding new, relevant, broader programming themes to explore (K15, S13) Explain how they have critically analysed the impact of articles written/blogs/social media activity and public response to this e.g. retweets, identifying key areas for enhancement (S24)

		completion, setting and agreeing milestones, deadlines and workflow including budget preparation and management, managing others' expectations at all times (K12, K16, S11, S15, B4, B6) Explains how they have interrogated, interpreted and evaluated data sets on audience engagement (S17) Describe the written reports which they have produced in an appropriate format for stakeholders, and which include future actions (S20) Explains how they have contributed to articles, blogs, and other social media activity (S24)	

Assessment method 2: Professional Discussion underpinned by a portfolio of evidence

KSBs	Fail	Pass Apprentice must pass all the pass criteria	Distinction Apprentice must pass all the pass criteria and all of the distinction criteria
K1 K2 K3 K4 K5 K6 K8 K9 K11 K13 K14 K17 K18 K21 K22 K23 **S1 S4 S5 S8 S9 S10 S14 S16 S19 S21 S22 S23** **B1 B2 B5, B7 B8 B9 B10**	Does not meet the pass criteria	Explain how they interpret the Arts Council England Museums Accreditation procedures and identify how this applies to their organisation to ensure compliance with Arts Council Accreditation (K1) Explain how they interpret the current UK collections management standard and identify how this applies to their organisation to ensure compliance (K2, K3) Explain how they have interpreted Museums Association Code of Ethics to ensure best practice and how they act with integrity and high ethical standards (K4, B2) Describe how they have used collections care best practice, monitor environmental control and ensure good practice in Conservation measures (K5) Explain how they have commissioned, undertaken and/or disseminated collections related research, choosing from the range of research methodologies/techniques, and using their up-to-date subject/sector knowledge and understanding (K6, S5, B10) Explain their organisation's business and project planning processes including long, medium and short-term objectives (K8) Explain how they identified their key stakeholders and used a range of engagement techniques to effectively interact with them	Explain how they have critically interpreted the Arts Council Accreditation in relation to the Organisation's policies and procedures identifying any non-compliance issues, evaluating options to ensure compliance. (K1) Justify identified improvements to lifecycle requirements based on collections audits/collections management statements. (S4) Explain how they have updated their personal specialist knowledge research and how they have used this to influence programming (K6, S5) Explain how they have learnt and applied lessons from implementing effective solutions to challenges and obstacles (B9) Explain how they have analysed the impact on Curatorship in the Organisation of presentations given/conferences attended/contributions to internal publications including making recommendations for future attendance or content. (S21) Explain how they have analysed the impact of training delivered/sharing best practice within the organisation on its achievement of objectives and alignment with its Strategic goals (S22) Explain how they have made recommendations to improve

		(K9) Explain how they have built partnerships to share knowledge/best practice, internally and/or externally, communicating to achieve shared goals and objectives. Explain how they have used their interpersonal and teamworking skills to facilitate cooperation and collaboration, identifying others' strengths and solving problems. (K11 S19, B5, B7, B8) Explain the fundraising principles, policies and processes of their organisation including contribution/signposting to fundraising/income generation through grant applications, sponsorship and charging activities as appropriate for the role (K13, S16) Analyse how their personal activities for example acting as an ambassador support the strategic goals of the organisation and the wider context in which it sits, including the significance and importance of their role to the success of the organisation (K14, K21, S21) Explain how they have ensured compliance with their organisation's people policies and procedures when managing/supporting teams (K17 S14) Explain how they have identified appropriate engagement and relationship building techniques and acting with purpose by being enthusiastic and enthusing others to enable effective communication including developing and delivering audience-appropriate talks and tours, to wide ranging and diverse audiences. (K22, S23, B1) Explain how they have used appropriate written and verbal communication techniques, complying with brand guidelines, to	compliance and identify innovative actions based on knowledge of the wider sector, subject specialisms and sector networks (S8)

15

		engage with internal and external colleagues, to provide appropriate communication content (K18)	
		Explain how they have met the organisation's processes and procedures e.g. health & safety and security, GDPR, and/or data management processes and procedures, to ensure compliance. (K23)	
		Explain how they have led on the application and development of collections management policies, including cataloguing, whilst ensuring suitable handling, storage provision and audits (S1)	
		Explain how they interpret lifecycle requirements of objects/collections i.e. acquisition to disposal e.g. by analysing the output of timely and accurate collections audits and collection management statements to ensure compliance (S4)	
		Explain how they have recruited and selected subject experts, internal/external agencies, contractors and other organisations to work with collaboratively (S10)	
		Explain how they use information gained from subject specialism and sector networks, to relate collections to a wider historical/contemporary understanding, and identify gaps in the organisation's knowledge, to inform to inform medium and long-term plans (S8, S9)	
		Explain how they have delivered training and/or shared best practice within their organisation to support its achievement of objectives and alignment with its strategic goals (S22)	
		Explain how they have dealt simultaneously with many tasks and situations including constraints	

16

		outside of their control or unforeseen changes (B9)	

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail

- pass

- distinction

An independent assessor must individually grade the exhibition project and professional discussion in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. If a learner passes one module but receives a distinction in the other, they will be awarded a pass overall.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Additional assessors can contribute to grading decisions in line with this EPA plan, on the following end-point assessment methods:

Assessment method 1: Exhibition project and written report	Assessment method 2: Professional Discussion underpinned by Portfolio of evidence	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	• support the apprentice to achieve the KSBs outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	As a minimum EPAOs should: • understand the occupational role • 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 • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • organize standardization events and activities in accordance with this plan's IQA section • organize and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider

Independent assessor	As a minimum an Independent assessor should: • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	As a minimum the training provider should: • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on- programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • Plays no part in the EPA itself

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA
must:

- appoint independent assessors who have knowledge of the following occupational areas: Museum and Heritage sector, Museum Best Practice and Arts Council Policies, Collections Care and Conservation practice

- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector.

- appoint independent assessors who are members of relevant professional bodies.

- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
  - the assessor should have worked or be currently working in a similar environment to the apprentice for example large/small organisation

- 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 independent assessors attend standardisation events on an ongoing basis and at least once per year

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. 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 or re-take any failed assessment methods only.

The timescales for a resit/retake are agreed between the employer and EPAO. A resit is typically completed within 5 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically completed within 6 months of the EPA outcome notification. All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

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

Affordability

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

- using an employer's premises
- online assessment

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Reasonable adjustments

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

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Exhibition project and written report

Knowledge
K7 Content development, interpretation and application strategies across a wide variety of internal/external engagement methods e.g. public programming of exhibitions and displays, collections interpretation, digital curation, online and electronic portals, screenings, tours, events, talks and learning activities
K10 Visitor experience processes which may include interpretation/exhibitions/display and audience access including programming
K12 Project management processes including an understanding of brokering, commissioning, managing external consultancies, creative, design and build services. This may include both small and/or large-scale projects and could be internally or externally focused.
K15 Theory and practice of presentation, interpretation and programming, including established and emerging digital skillsets
K16 Appropriate financial processes which may include budget preparation and management
K19 Negotiation strategies to achieve a breadth of successful outcomes for the organisation for example delivering an exhibition; budget savings; signing of legal agreements
K20 Influencing techniques which take in to account others' views and considerations along with the organisation's objectives

Skills
S2 Deliver new exhibitions, projects and collections displays as appropriate and with authenticity, e.g. research, development, organisation, administration, installation
S3 Refresh and/or re-present permanent, temporary and online displays/ exhibitions, determining and using appropriate interpretation methodologies
S6 Interpret and respond to research, intelligence and analysis of audience feedback and preferences
S7 Work with subject experts to develop creative interpretation/story telling approaches and content for public programming, including exhibitions, displays, events, learning activities and digital content
S11 Work with others to achieve projects from inception to completion meeting agreed outcomes
S12 Develop exhibitions and display through internal/external designers as appropriate for their organisation
S13 Analyse and respond to visitor research when planning exhibitions, displays and digital content, programming and digital content
S15 Set/agree milestones, deadlines and workflow for colleagues (in other departments or members of project/programme teams) to ensure delivery, as required by the organisation.
S17 Interrogate, interpret and evaluate data sets on audience engagement
S18 Negotiate with stakeholders in order to achieve desired outcomes and to align with institutional objectives
S20 Write reports, for a range of internal/external audiences, regarding activities
S24 Contribute to the institution's on-line and social media presence, and digital content in accordance with the organisation's objectives

Behaviours
B3 Innovation: proactively uses initiative and imagination to develop and identify new ideas where appropriate
B4 Results focus: achieves tasks in a timely manner
B6 Expectation management: diplomatically manages the differing expectations of others, both internal and external, regarding what is practically achievable in terms of stipulated requirements e.g. time scales, budgets.

Assessment method 2: Professional Discussion supported by a Portfolio of Evidence

Knowledge
K1 The Accreditation standards under the Arts Council England's Museum Accreditation scheme as they apply to their organisation
K2 The current UK collections management standard, overseen by the Collections Trust as it applies to their organisation
K3 Organisation's collections management and documentation policies and procedures
K4 Museums Association Code of Ethics, including the theory of ethical curating
K5 Collections care best practice including professional standards for preservation, preventive and remedial conservation
K6 Research methodology/techniques and knowledge management processes, and up-to-date knowledge on the debates affecting the sector eg. sustainable collections, the future of collecting, accessibility
K8 Business and project planning processes including long, medium and short-term e.g. business continuity, exhibition and display planning and programming
K9 Understand how to identify their key stakeholders and how to most effectively engage with and manage them
K11 Partnership building to share knowledge/best practice, internally and/or externally
K13 Fundraising principles, policies and processes in relation to their organisation
K14 The strategic goals of the organisation and the wider context in which it sits, and where their personal activities support these goals
K17 People (staff) management policies and procedures
K18 Written and verbal communication techniques to engage, in accordance with brand guidelines, with internal and external colleagues and provide appropriate communication content e.g. in reports, making presentations, attending/speaking at conferences and conveying information to others.
K21 The significance and importance of your role to the success of the organisation
K22 Engagement and relationship building techniques to enable effective communication including developing and delivering audience-appropriate talks and tours to wide ranging and diverse audiences
K23 Organisation process and procedures, relative to their role e.g. data management, GDPR, health & safety and security

Skills
S1 Lead on the application and/or development of collections management processes including cataloguing whilst ensuring suitable handling, storage provision and audits
S4 Lead on and/or manage collections development which may include acquisition, disposal and loans, including national/international inter-organisation loans as appropriate. Ability to evaluate the long-term implications of collections development decisions.
S5 Commission, undertake and/or disseminate collections-related research
S8 Build subject specialist and sector networks internally and/or externally to keep abreast of emerging trends and developments that may impact medium and long-term plans
S9 Relate collections to a wider historical or contemporary understanding

S10 Recruit and select, as required by their organisation, subject experts, internal/external agencies, contractors and other organisations to work with collaboratively

S14 Manage teams, which may include some/all volunteers as required

S16 Contribute/signpost to fundraising/income generation through grant applications, sponsorship and charging activities as appropriate for the role

S19 Communicate, both in writing and verbally, to a range of stakeholders to achieve shared goals, objectives and solve problems

S21 Act as an Ambassador for the organisation to raise its profile and communicate the importance of its work. This may mean representing the organisation including attending and/or presenting at conferences and workshops as well as developing/contributing to publications for the organisation

S22 Share best practice and/or deliver training to internal staff and external organisations e.g. Museums Association regarding accession activities.

S23 Deliver talks/tours/presentations/events to continue to engage existing audiences e.g. members and supporters as well as to broaden the participation base

Behaviours
B1 Passion and commitment: acts with purpose by being enthusiastic and enthusing others
B2 Trust: acts with integrity and high ethical standards
B5 Solves problems: has a can-do approach
B7 Interpersonal skills: gets along well with others, establishes effective working relationships with co-workers, managers, clients and/or the public.
B8 Team working: by personal example, encourages and facilitates cooperation and collaboration; takes into account inclusion and diversity factors; ensures group identity; fosters commitment and team spirit; identifies and works to others' strengths
B9 Work under pressure: works well in an environment where there will be many tasks and situations to deal with at once. There may be constraints outside their control or unforeseen changes or problems to deal with.
B10 Continuous Professional Development: Proactively keeps industry and best practice knowledge and skills up-to-date, having an eye to the future.