**Apprenticeship Standard for Historic Environment Practitioners L3**

Historic Environment Practitioners work with historic and ancient sites and collections of materials of all types and dates, across a range of industries including construction, planning and development control, conservation, education, libraries, archives and museums, and tourism. They will be expected to work both individually and as part of multidisciplinary teams. The work can be either office or site-based, or both.

At Level 3 their work is fundamentally practical, but will be underpinned by theoretical understanding and a broader awareness of the nature of the area of study or work. Job tasks will be well-defined but may be complex and non-routine. They will contribute to the investigation, management and conservation of sites and collections, such as objects and material remains, and engage with the public to promote an understanding of the historic environment. They work under supervision but are responsible for the quality and accuracy of their work and are good communicators and problem solvers.

No individual practitioner could be expected to operate with equal skill and effectiveness across the entire scope of the historic environment industry and each practitioner will need to specialise to some degree.

Job titles include: *Archaeological Technician (Fieldwork/Geophysics/Coastal & Marine); Finds Assistant; Conservation Technician; Records Assistant; HER Assistant; Junior Heritage Consultant*

| **WORK ASPECTS** | **SKILL**  The practitioner will: | **KNOWLEDGE AND UNDERSTANDING**  The practitioner will know and understand: |
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| **Judgement and Ethics** | * apply an awareness of professional judgement and ethical behaviour * act responsibly in the care of the historic environment within their influence * act responsibly and ethically in dealings with the public, employers, clients and colleagues | * ethical principles in general and have a sound understanding of areas specific to their practice * their relevant professional body's code of ethics and practice and how to observe them at work * statutory compliance * the limits of their own understanding, abilities and responsibilities, and how to practice within them |
| **Research and Analyse** | * i awareness of sources and availability * collect information to achieve research objectives * Support the analysis of research information and compile results | * sources and types of existing data * appropriate research methods * appropriate presentation formats |
| **Maintain Compliance** | * use relevant statutory, ethical, quality and policy standards * carry out work in line with standards | * sources and types of guidance applicable to work undertaken * the differing areas of responsibility of statutory bodies, employers and staff * procedures for risk assessment, management and mitigation |
| **Plan and Prepare for Work** | * be able to work from a brief * Use appropriate investigation to inform actions. * estimate resources and select equipment related to brief * agree task methods | * the nature of the area of study or work * baseline estimates of the time and resources needed to complete each task allocated * how to evaluate methods for achieving the aims and deliverables * how to identify milestones and targets |
| **Carry out work** | * contribute to the investigation and management of or advice on, the historic environment. * Support the conservation work of past communities * collect information and assemble collections * Record and interpret results * Review how effective methods and actions have been | * how to validate methods undertaken * how to select and secure suitable equipment and stores * how to check, calibrate and maintain equipment * how to conduct oneself to the work in hand * how to apply procedures and practices to suit different materials, conditions and audiences * how to record and store data * how to present results |
| **Customer Service** | * Receive customers' requests for information * Collate and present data to meet customers’ requirements | * How to address user and audience requirements, needs, expectations, capacities * how to consider client goals, expectations and priorities * how to maintain honest and constructive relationships |
| **Personal and Professional Development** | * Seek out the advances in the body of knowledge and Heritage Environment Practice * Commit to continuous improvement and personal development | * how to develop a personal action plan for learning and self-development with realistic but challenging objectives * how to select and apply appropriate learning techniques and methods |

**Behaviours**

Heritage Environment Practitioners will be expected to demonstrate:

* Appropriate health and safety behaviours individually and towards others
* A commitment to quality and continuous improvement
* Commercial awareness and business acumen
* A focus on the requirements of the customer
* An ability to work effectively individually and as part of a team
* An ability to communicate with all levels of their own and other organisations, and the general public
* Sensitivity to and awareness of the cultural, historic and spiritual context of objects and structures

**Entry requirements**

Individual employers will identify any relevant entry requirements. Most candidates will typically have GCSEs (or equivalent) at A\*- C including maths, English and possibly a relevant science.

Apprentices without Level 2 English & Maths will be required to achieve this level prior to taking their end-point assessment

**Duration**

Practitioners require a significant amount of training and experience to undertake their role and the full apprenticeship will last a minimum of 12 months

**Link to professional registration and progression**

This will be recognised by Chartered Institute for Archaeology (CIfA), Institute of Conservation (Icon) or other professional bodies on successful completion of the apprenticeship.

The HEP apprenticeship is designed to be flexible and to encourage apprentices who may be seeking additional training to improve their skills and further their ambitions. In order to facilitate this, the full HEP apprenticeship programme is structured around three gateways which allow flexible entry and departure. These are this one at Level 3 (GCE/NVQ), Level 5 (Foundation Degree), and Level 6 (First Degree). Apprenticeships may also continue up to Level 7 (Masters) where the candidate, their work up to level 6 and employment circumstances justify it. Similarly, apprentices may graduate earlier or join later, depending on ability, preference or circumstance.

**Review date -** The standard will be reviewed after 3 years.