**Apprenticeship Standard for Historic Environment Practitioners L5**

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 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 5 their work involves practical, theoretical or technological knowledge and an n awareness of the nature and scope of the area of study or work. They will be capable of working unsupervised. They will determine, adapt and use appropriate methods, knowledge and practical skills to address broadly defined, complex problems.

They will execute the investigation, recording, management and conservation of historic sites and collections, such as objects and material remains, and engage with the public to promote an understanding of the historic environment. They 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; Assistant Conservator; 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** | * be able to exercise professional judgement and ethics
* take responsibility for the care of the historic environment within their influence
* take responsibility for ethical dealings with the public, employers, clients and colleagues
 | * ethics in general and will have an in-depth understanding of areas specific to their practice
* their relevant professional body’s code of conduct with regard to their practice
* the need for codes of practice and statutory guidance and how and when to apply them in their field of work.
* Understand the limits of their own abilities and responsibilities and work within them
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| **Research and Analyse** | * Determine sources and availability
* Identify and select relevant information to address research objectives
* analyse data
* report results
 | * The relevance of different sources and types of existing data
* how to select and adapt appropriate research methods
* appropriate presentation formats
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| **Maintain Compliance**  | * identify select and use relevant statutory, ethical, quality and policy standards
* conduct work in line with standards
 | * the range of guidance relevant to their work
* the responsibilities of statutory bodies, employers and staff
* the processes of risk assessment, management and mitigation
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| **Plan and Prepare for Work** | * be able to contribute to and work within a brief
* determine and adapt appropriate methods
* determine resources and select equipment
* select and apply task methods
 | * best practice n the area of study or work
* how to calculate the time and resources needed to complete each attributed task
* how to assess and adapt methods for achieving the aims and deliverables
* the calculation of milestones and targets
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| **Carry out work** | * conduct investigations or management of, or provide advice on, the historic environment
* Conserve materials of past communities
* collate information and collections
* analyse results
* Evaluate actions, methods and results
 | * the verification and adaptation of methods
* the safe and efficient use of equipment and stores
* how to develop procedures and practices to suit different materials, conditions and audiences
* how to analyse data
* how to assemble results into a coherent narrative applicable to the recipient
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| **Customer Service** | * anticipate customers' requests for information
* review and present data to meet customers’ requirements
 | * have a thorough, and specific, understanding of audience needs
* how to anticipate client goals, expectations and priorities
* how to develop honest and constructive relationships
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| **Personal and Professional Development**  | * follow and apply developments in Heritage Environment Practice
* Plan and record their programme of continuous improvement and personal development
 | * their own styles of learning and how to apply them
* how to manage their own learning effectively
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**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 followed the Level 3 HEP apprenticeship, or have significant relevant industry experience.

**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 body 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.