Unit title	Understand How to Promote Cultural Venues
SQA code	H6JJ 04
SCQF level	7
SCQF credit points	3
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History of changes

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Version number	Date	Description	Authorised by
02	20/11/14	Update to Unit assessment information.	Qualifications Officer

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Title	Understand How to Promote Cultural Venues
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1 Know the facilities the venue has to offer for different types of events.	1.1 Review the types of events that the venue has accommodated. 1.2 Summarise the benefits and advantages of the venue for these events. 1.3 Explain the various layouts of the facilities to include: ♦ capacity of each area ♦ access restrictions ♦ calculation of costs ♦ health and safety implications
2 Understand how to determine the appropriateness of the venue for specific events.	2.1 Evaluate the appropriateness of the venue for a range of events. 2.2 Summarise events that would be considered appropriate or inappropriate for the venue.
3 Understand the importance of offering additional services.	3.1 Summarise the additional services offered by the venue. 3.2 Evaluate the benefits to the venue of being able to sell additional services.
4 Understand the venue's booking process.	4.1 Explain how to check availability of the facilities. 4.2 Explain the venue's process for taking bookings. 4.3 Give examples of booking enquiries that should be forwarded to another member of staff.

Additional information about the Unit
Unit purpose and aim(s)
In order to secure income many cultural venues will hire out areas for banqueting, weddings, private parties, presentation dinners, conferences, exhibitions, etc. This Unit is about understanding how to deal with enquiries relating to the hiring out of areas within your venue. It is important that you understand how to promote this service to those making enquiries regarding the venue's facilities.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Creative and Cultural Skills National Occupational Standards
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements
Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria. This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units. These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works. Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include: ♦ Observation ♦ Product and photographic evidence ♦ Relevant active documentation, reports, presentations **Performance Evidence: Observation** Observation of performance at work. Assessors must provide information about the context of the assessment. **Performance Evidence: Products** Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using ‘paperless portfolios’ should first discuss their approach to assessment with their awarding body.
Guidance on Methods/Instruments of Assessment
This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working. Supplementary evidence may include: ♦ Questioning ♦ Professional discussion ♦ Witness testimony ♦ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

a clear, authentic statement indicating how the learner carries out their job
dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *Guide to Assessment* can be downloaded free from SQA's website **www.sqa.org.uk**.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.