



Unit title	Understand How to Examine and Identify Items of Cultural Interest
SQA code	H6JN 04
SCQF level	7
SCQF credit points	3
SSC ref	CVO07

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 Examine and Identify Items of Cultural Interest	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
<p>1 Understand examination processes for items of cultural interest.</p>	<p>1.1 Summarise normal and specific risks associated with the examination of items.</p> <p>1.2 Evaluate examination processes to identify those that cause the least risk for a range of items.</p> <p>1.3 Explain how to access information on conservation needs.</p> <p>1.4 Explain how to interpret a conservation report.</p> <p>1.5 Explain health and safety procedures for the examination of items.</p>	
<p>2 Understand how to identify objects, specimens, artefacts or works of art.</p>	<p>2.1 Summarise the information that is normally required in order to identify an item.</p> <p>2.2 Explain where to find sources of information.</p> <p>2.3 Explain the importance of providing a justification for an identification.</p> <p>2.4 Analyse the problems involved with the identification of incomplete items.</p>	
<p>3 Understand how to describe items of cultural interest to different audiences.</p>	<p>3.1 Summarise the main information required to describe items.</p> <p>3.2 Explain the importance of selecting appropriate description formats to describe items to different audiences.</p>	

Additional information about the Unit
Unit purpose and aim(s)
<p>It is important to be able to describe and identify objects, specimens, artefacts, monuments or works of art. This Unit covers describing the items, which involves examining them in an appropriate fashion, and then describing their features and how they relate to other items as well as identifying items, ie stating what they are (as far as is possible), and providing a rationale for how the identification has been made.</p> <p>This Unit is for people who are required to have knowledge of a class of items or specific groups of items, eg curators, education officers, conservators or archaeologists. It would include people who have to identify and describe items either in their own organisation's collection or in the collections of others, and people working alone or working as part of a team: more than one person could be working on the identification.</p> <p>You will be required to demonstrate the ability to be proactive in the workplace.</p> <p>This Unit is for those who record information to enter into archives, catalogues and index systems. It is important that this is achieved through the correct application of the organisation's documentation procedures. This Unit covers collecting information and entering it onto the documentation system (either manual or computerised).</p> <p>You will be required to demonstrate the ability to be proactive in the workplace.</p>
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.