Unit title	Document Collection Items and AssignAccession Numbers
SQA code	H6JR 04
SCQF level	6
SCQF credit points	3
SSC ref	CVO09

History of changes

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Version number	Date	Description	Authorised by
02	20/11/2014	Update to Unit assessment information.	Qualifications Officer

Title	Document Collection Items and Assign Accession Numbers

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
1 Understand different types of documentation systems.	1.1 Describe the types of documentation systems used. 1.2 Explain the main differences between computerised and manual systems. 1.3 Summarise the main components of relevant national documentation standards.
2 Understand how to record details of classifications.	2.1 Summarise the main classes of items. 2.2 Describe how the identification of an item is confirmed. 2.3 Describe the organisation's procedures for allocating and recording accession numbers. 2.4 Explain the details that need to be recorded.
3 Understand how to mark and label items.	3.1 Describe how to mark or label different items. 3.2 Explain how different materials can react to marking. 3.3 Explain the purpose of preserving or recording previous markings or label. 3.4 Summarise the advantages and disadvantages of different labelling techniques.

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
4 Be able to record details of items to enter into archives, catalogues and index systems.	4.1 Record details of the classification in the appropriate system.
	4.2 Advise appropriate persons of possible changes to the system.
	4.3 Allocate accession numbers according to organisational procedures and guidelines.
	4.4 Confirm the identity of the item before the accession process is implemented.
	4.5 Record the accession details accurately in the appropriate information system.
	4.6 Apply the accession number accurately to the item, or ensure it is in close association with it, in a way that does not damage the item or obscure important features.
	4.7 Preserve or record previous markings or labels.
	4.8 Inform all relevant people of accession according to the organisation's procedures.

Additional information about the Unit
Unit purpose and aim(s)
The recording of items in collections is a main curatorial function. It is important that this is achieved through the correct application of the organisation's documentation procedures. This Unit covers the procedures and processes used for collecting information on items and entering it onto the documentation system (either manual or computerised) and assigning an accession number to an item and then attaching it to the item.
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.