



QCF Unit and Assessment Specification

Unit title	Make and Maintain Conservation Records for Cultural Heritage
Ofqual Unit code	D/601/6817
SQA Unit code	H87G 70
SSC Ref	CH65

History of changes

Publication date: November 2014

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Version number	Date	Description	Authorised by

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QCF Unit specification

Title	Make and Maintain Conservation Records for Cultural Heritage	
Level	3	
Credit value	5	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1 Understand the use of conservation records in cultural heritage.	1.1 Describe the types of information that need to be recorded for conservation purposes.	1.2 Identify appropriate formats for conservation records for use in the organisation.
	1.3 Explain the significance, current and potential uses, and any potential sensitivity of their conservation records.	
2 Be able to make conservation records.	2.1 Make clear and accurate records of conservation requirements or activities in line with organisational procedures.	2.2 Implement formats and procedures appropriate to the context.
3 Be able to store, index and manage conservation records.	3.1 Use appropriate methods to store and index records securely.	3.2 Maintain computer-based records in line with the organisation's procedures.
4 Be able to produce reports and instructions relating to conservation.	4.1 Confirm tasks, priorities and responsibilities clearly and accurately with colleagues.	4.2 Use conservation records to produce clear and concise reports, instructions and guidance.

Additional information about the Unit
Unit purpose and aim(s)
This Unit involves making, storing and managing appropriate and accurate records of conservation-related activities. It also involves producing reports and instructions, including inspection, monitoring, treatments and preventative measures, and safety-related assessments and incidents. It could be applied to inspecting and monitoring objects on display, in storage or in situ, for instance in, or a part of, a historic building or site.
Unit expiry date
31 December 2016
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
N/A
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
Endorsement of the Unit by a sector or other appropriate body (if required)
N/A
Location of the Unit within the subject/sector classification system
8.1 Sport, Leisure and Recreation
Name of the organisation submitting the Unit
SQA
Availability for use
Shared
Availability for delivery
01 November 2014
Guided Learning Hours
35

QCF Assessment specification

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.