QCF Unit and Assessment Specification

Unit title	Set up and Manage Information Management Systems for Cultural Heritage Collections
Ofqual Unit code	Y/601/6945
SQA Unit code	H8JG 85
SSC Ref	CH61

History of changes

Publication date: 01November 2014

Version: 01

Version number	Date	Description	Authorised by

QCF Unit specification

Title	Set up and Manage Information Management Systems for Cultural Heritage Collections
Level	5
Credit value	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Be able to set up an information management system for collections management and care.	1.1 Identify the type and level of information needed for collections management and care. 1.2 Develop a documentation and information system to record, catalogue and aid the management of collections. 1.3 Develop risk management, safety and security systems for managing the data. 1.4 Classify information that is confidential or sensitive and specify appropriate access restrictions. 1.5 Define the structure and indexing of the records to meet users' requirements and comply with any relevant standards. 1.6 Develop indexing procedures that provide effective access to the data.
2 Be able to ensure others are able to use the system effectively.	2.1 Classify different categories of user to access, add, change and delete data as appropriate. 2.2 Develop user guidelines and procedures for accessing, entering and amending data. 2.3 Train others on how to use the system and ensure they are able to do so proficiently.
3 Be able to monitor the use and effectiveness of the system.	3.1 Store data in accordance with organisational and legal standards. 3.2 Carry out regular data backups.

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
	3.3 Clarify that access to information conforms to organisational and legal requirements.
	3.4 Archive information not in current use.

Additional information about the Unit	
Unit purpose and aim(s)	
This Unit covers the design, implementation and use of information systems (including archives, cataloguing and index systems) for managing cultural heritage collections.	
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	
40	

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.