

# **Pearson Edexcel Level 3 NVQ Certificate in Archaeological Practice (QCF)**

## **Specification**

NVQ/Competence-based qualification

First registration August 2014

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# Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 NVQ Certificate in Archaeological Practice (QCF)
QCF Qualification Number (QN)	601/1138/0
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	22
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	165 - 183
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i> )
Funding	For details on funding availability, please check the Learning Aim Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

## **QCF qualification number and qualification title**

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual*, available on our website: [www.edexcel.com](http://www.edexcel.com)

## **Qualification objectives**

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The Pearson Edexcel Level 3 NVQ Certificate in Archaeological Practice (QCF) is for learners who work in, or want to work in the Creative and Cultural Skills sector.

It gives learners the opportunity to:

- demonstrate competence as a professional and amateur archaeologist
- develop the skills related to the specified job roles as an archaeologist
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning

## **Relationship with previous qualifications**

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This qualification is a replacement for the Pearson EDI Level 3 NVQ Certificate in Archaeological Practice (QCF).

## **Progression opportunities**

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Learners who have achieved the Pearson Edexcel Level 3 NVQ Certificate in Archaeological Practice can progress to a higher level related qualification or use achievement of the qualification to gain employment in this sector.

## **Industry support and recognition**

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This qualification is supported by Creative and Cultural Skills, the Skills Council for Sector

## **Relationship with National Occupational Standards**

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This qualification is based on the National Occupational Standards (NOS) in Archaeology, which were set and designed by Creative and Cultural skills, the Sector Skills Council for the sector.



### 3 Qualification structure

#### Pearson Edexcel Level 3 NVQ Certificate in Archaeological Practice (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	22
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/601/6978	Research and Analyse Information to Achieve Objectives in Archaeological Operations	3	5	35
2	M/601/6983	Contribute to Health and Safety when Conducting Archaeological Operations	3	3	23
3	J/601/6987	Develop your own Resources and Protect the Interests of Others	3	4	30
4	A/601/6985	Understand how to Develop your own Resources and Protect the Interests of Others in Archaeological Operations	3	2	17
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	R/601/6989	Contribute to Non Intrusive Investigations in Archaeological Operations	3	4	33
6	L/601/6991	Contribute to Intrusive Investigations in Archaeological Operations	3	4	33
7	A/601/6999	Identify and Control the Environment for the Safe Storage of Items	3	4	32
8	R/601/7009	Transfer Items	3	4	30
9	M/601/7003	Understand how to Transfer Archaeological Items	3	4	36
10	M/601/6997	Apply Preventative Care Procedures to Items	3	4	35
11	T/601/6998	Implement Routine Interventive Conservation Procedures	3	4	30

12	K/601/7002	Classify, Compile and Maintain Data on the Material Remains of Past Communities	3	4	32
13	A/601/7005	Provide Information on the Material Remains of Past Communities to Others	3	5	42
14	D/601/7000	Prepare the Accommodation of Items in Archaeological Operations	3	4	30

## 4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website.
- a **combination** of these.

## Assessment strategy

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The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the assessment strategy. As stated in the assessment strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

## Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

## 5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in Annex A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, [www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

## 6 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based](http://www.pearsonwbl.edexcel.com/NVQ-competence-based).



## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

## 9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [www.edexcel.com/Policies](http://www.edexcel.com/Policies)

# 11 Unit format

Each unit has the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

## Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

## Unit aim

This gives a summary of what the unit aims to do.

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

# **Unit 1: Research and analyse information to achieve objectives in archaeological operations**

**Unit reference number: H/601/6978**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 35**

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## **Unit aim**

This unit aims to assess the learner's ability to investigate a range of information sources and to report on the findings to inform decisions regarding archaeological operations. The content addresses one of the key aspects of archaeological investigations, namely the search for clear, reliable and evidenced data to support arguments.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify the sources and availability of information.	1.1	Clearly identify the type and range of information required to achieve research outcomes.				
		1.2	Select sources of primary and secondary information that can be used to contribute to their research.				
		1.3	Follow the correct procedures required to access the information.				
		1.4	Explain the purpose of the research and the data that is likely to be relevant.				
2	Be able to collect information to achieve research objectives.	2.1	Collect information which meets the research aims.				
		2.2	Use information collection methods correctly.				
		2.3	Validate the authenticity and source of the information.				
		2.4	Comply with organisational and legal requirements when collecting data.				
		2.5	Accurately and clearly record and reference information in an appropriate format.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to analyse research information.	3.1	Select the appropriate methods for analysing data.				
		3.2	Analyse information accurately.				
		3.3	Interpret the results carefully.				
		3.4	Develop justifiable conclusions.				
		3.5	Identify unexpected results.				
		3.6	Communicate unexpected results to the relevant people.				
		3.7	Accurately record results in a clear format.				
4	Be able to report results.	4.1	Select a method for presenting results which is appropriate to the audience.				
		4.2	Qualify research findings where data is insufficient or unreliable.				
		4.3	Justify the sources of information used.				
		4.4	Present the results of the work to relevant people.				
		4.5	Apply agreements and procedures which protect confidential information.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know how to apply procedures for the collection and presentation of information.	5.1	State what the research aims of the project are.				
		5.2	Describe the sources of information relevant to the research.				
		5.3	Describe how sub-projects contribute to a project as a whole.				
		5.4	Describe how to obtain different types of information.				
		5.5	State how to validate and verify the source of information.				
		5.6	Describe how information should be recorded.				
		5.7	Summarise the concept of research aims.				
		5.8	Critically compare the types of analysis method that are appropriate.				
		5.9	Describe how to summarise the results of research.				
		5.10	Demonstrate how to communicate information to different audiences.				
		5.11	Describe the procedures for effective peer review.				
		5.12	State the relevant legislation and codes of practice that impact upon the collection and presentation of information.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 2:** **Contribute to health and safety when conducting archaeological operations**

**Unit reference number:** M/601/6983

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit aim**

This unit assesses the learner's understanding of and ability to follow, procedures that maintain the health and safety of members of an archaeological investigation team. The content addresses both the legislative framework and the practical implementation of organisational procedures and safe working practices.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to operate safely in the workplace.	1.1	Demonstrate that they can work in a way which avoids creating hazardous situations.				
		1.2	Identify potential hazards.				
		1.3	Report potential hazards to the appropriate person.				
		1.4	Communicate clear information and instructions.				
		1.5	Demonstrate that they can use tools and equipment safely and in accordance with organisational procedures.				
		1.6	Demonstrate that they can handle and store work materials and components in accordance with approved procedures.				
		1.7	Demonstrate that manual handling techniques are used appropriately.				
		1.8	Demonstrate that they can use appropriate personal protective equipment in compliance with safe working practices.				
		1.9	Demonstrate that they can report accidents and incidents to an authorised person in accordance with approved procedures.				
		1.10	Implement work according to approved procedures.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to effectively respond to emergencies.	2.1	Implement the correct procedures in the event of an emergency.				
		2.2	Perform within the appropriate limits of their authority when responding to emergencies.				
		2.3	Apply the use of emergency appliances according to approved procedures and practices.				
		2.4	Record accurate details of accidents and incidents that occur.				
		2.5	Report problems and conditions outside their own responsibility to an appropriate person.				
3	Be able to assist in ensuring the security of the workplace.	3.1	Perform actions which deal with unauthorised personnel in accordance with organisational procedures and the appropriate person advised.				
		3.2	Observe arrangements for security and maintained in accordance with approved procedures and practices.				
		3.3	State who should be advised when breaches in security are identified.				
		3.4	Implement reports of potential risks to security.				
		3.5	Report potential risks to security to an authorised person.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to apply organisation procedures to ensure health and safety.	4.1	Describe the potential hazards relevant to the working environment.				
		4.2	Describe the procedures for reporting and dealing with hazards.				
		4.3	Describe the tool and equipment to be used which ensure the health and safety of the workforce.				
		4.4	Describe the materials and substances used in the workplace which may present a potential hazard.				
		4.5	Summarise the relevant procedures to be implemented in the workplace for ensuring the health and safety of the workforce.				
		4.6	Describe the key responsibilities that are applicable under health and safety legislation.				
5	Know how to effectively respond to emergencies.	5.1	Describe the relevant fire and emergency precautions relevant to the workplace.				
		5.2	Classify the different types of fires.				
		5.3	Describe the relevant extinguishers for dealing with different types of fire.				
		5.4	Describe the relevant procedures for responding to accidents in the workplace.				
		5.5	Describe the most common forms of accidents in the workplace.				
		5.6	Explain the limitations of individuals when dealing with emergencies.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to assist with the security of the workplace.	6.1	Describe the relevant security procedures to be followed in the workplace.			
		6.2	Describe the action to be followed when security breaches are identified.			
		6.3	Describe the most common forms of security risk.			
		6.4	Describe how unauthorised persons should be effectively dealt with.			

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## **Unit 3:**

# **Develop your own resources and protect the interests of others**

**Unit reference number:** J/601/6987

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

This unit assesses the learner’s ability to apply the principles that ensure that individuals develop their own capability and competence in the workplace. The content addresses the methods that should be used to effectively gather and use feedback provided by colleagues.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to develop their own knowledge and skills to improve performance.	1.1	Assess their performance to identify performance needs.				
		1.2	Produce a personal development plan which contains specific, measurable, realistic and challenging objectives.				
		1.3	Assess the degree to which their personal development plan is consistent with the needs identified and the resources available to the organisation.				
		1.4	Create learning opportunities with the assistance of relevant people.				
		1.5	Undertake development activities which are consistent with their personal development plan.				
		1.6	Gather feedback from relevant people to enhance their future performance.				
		1.7	Assess the relevance of their personal development plan at appropriate intervals.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to manage their time and resources to meet objectives.	2.1	Develop work objectives which are specific, measurable and achievable within organisational constraints.				
		2.2	Prioritise their objectives in line with organisational objectives and policies.				
		2.3	Produce a plan of work activity consistent with the relevant objectives and the resources available to them.				
		2.4	Estimate the appropriate amount of time needed to complete tasks allowing for unforeseen circumstances.				
		2.5	Delegate work to others in a way which makes the most efficient use of available time and resources.				
		2.6	Make decisions when sufficient information is available.				
		2.7	Obtain further information when needed.				
		2.8	Implement actions to minimise unhelpful interruptions to and digressions from planned work.				
		2.9	Implement a review of progress to help achieve planned objectives.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to protect individual and community interests.	3.1	Implement activity which complies with the legal and ethical standards applicable when planning and conducting archaeological activities.				
		3.2	Demonstrate that collaboration in archaeological activities can be balanced against the interests and preferences of the wider community.				
		3.3	Perform activities which take account of the interests and wellbeing of self and others.				
		3.4	Critically evaluate sources of information and opinion to inform research.				
		3.5	Judge the reliability of information to provide clear advice.				
		3.6	Implement work according to legal requirements regarding intellectual property.				
		3.7	Perform interactions in a manner which avoids conflicts of interest and maintains their own independence.				

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# **Unit 4: Understand how to develop your own resources and protect the interests of others in archaeological operations**

**Unit reference number:** A/601/6985

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 17

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## **Unit aim**

This unit assesses the learner's understanding of the principles that ensure that individuals develop their own capability and competence in the workplace. The content addresses the methods that should be used to effectively gather and use feedback provided by colleagues.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Know how to make judgements about their own level of competence.	1.1	Assess their own current level of competence.				
		1.2	Describe how to develop a personal action plan for learning and self-development which contains realistic but challenging objectives.				
		1.3	Describe how to identify when support may be required to achieve the objectives.				
		1.4	Describe how to make judgements as to the level of progress against their development plan.				
2	Know how to gain feedback from colleagues to support personal development.	2.1	Summarise the importance of gaining feedback from other regarding self development.				
		2.2	Describe how to encourage the provision of feedback.				
		2.3	Describe how to provide feedback to others in a constructive manner.				
3	Know the key competences needed by managers working in archaeological operations.	3.1	Describe the principle skills required by effective managers working in archaeological operations.				
		3.2	Describe the interpersonal skills required for working effectively within teams.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how personal development can contribute to the success of the organisation.	4.1	Describe the current skills requirements of their job role.				
		4.2	Describe how their current skills levels compare with those required by managers within the workplace.				
		4.3	Describe the impact of their own development upon the success of the organisation.				
		4.4	State from whom feedback should be sought regarding their own performance.				
		4.5	Describe the type of support that might be gained from other people within the workplace.				
		4.6	Describe the types of development activities that might be accessible within the workplace.				
		4.7	Critically compare the advantages and disadvantages of different development activities available within the workplace.				

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# **Unit 5: Contribute to non intrusive investigations in archaeological operations**

**Unit reference number: R/601/6989**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 33**

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## **Unit aim**

This unit assesses the learner's capability and level of understanding of how to select and apply non-intrusive archaeological investigations. The unit follows the process from selection through to application and the analysis and reporting of findings.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to prepare for investigation operations.	1.1	Demonstrate that they understand the investigation method statement and their job role in the investigation.				
		1.2	Describe the nature of the site and the investigation methods and safety arrangements that it requires.				
		1.3	Demonstrate that they are suitably clothed and equipped to implement the investigation.				
2	Be able to observe and record measurements when implementing non-intrusive investigations.	2.1	Demonstrate that they can implement the investigation efficiently and systematically and in accordance with the method statement.				
		2.2	Demonstrate that they can adapt work procedures and practices if instructed.				
		2.3	Demonstrate that they can maintain the integrity of the site.				
		2.4	Demonstrate that they can work safely.				
		2.5	Demonstrate that they can make observations and measurements that are accurate and meet specified data requirements.				
		2.6	Consult with senior colleagues when uncertain about specific aspects of the investigation.				
		2.7	Record investigation data clearly and accurately.				
		2.8	Demonstrate that they can store data securely for later analysis.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to prepare records and schedules.	3.1	Apply appropriate check and verification processes to a range of investigation data.				
		3.2	Demonstrate that they can accurately process investigation data.				
		3.3	Present investigation data in a format that will assist in making a balanced interpretation.				
4	Know how to implement non-intrusive investigations.	4.1	Describe how to select and secure suitable equipment and spares.				
		4.2	Describe the relevant safety arrangements and working practices that apply to non-intrusive investigations.				
		4.3	State the different personal and protective clothing and equipment that should be used by members of investigative teams.				
		4.4	Describe the sources of information available regarding to safe working practices and regulation.				
5	Know the different techniques applicable to non-intrusive investigations.	5.1	Describe the different types of non-intrusive investigation.				
		5.2	Describe the different types of equipment that might be used.				
		5.3	Describe how different types of equipment should be maintained.				
		5.4	Describe how non-intrusive investigations should be implemented.				
		5.5	Describe how observations and measurements should be effectively implemented.				
		5.6	Describe how to adapt investigation procedures and practices to suit different conditions.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Know how to prepare records of non-intrusive investigations.	6.1	Describe how to record and store investigation data.				
		6.2	Describe the different methods that can be used to verify investigation data.				
		6.3	Describe the processes and formats suitable for presenting investigation data.				
		6.4	Summarise the different types of investigation data.				
		6.5	Summarise the types of data analysis.				
		6.6	Critically compare the different types of presentation format that may be used.				

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# **Unit 6: Contribute to intrusive investigations in archaeological operations**

**Unit reference number: L/601/6991**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 33**

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## **Unit aim**

This unit assesses the learner's capability and level of understanding of how to select and apply intrusive archaeological investigations. The unit follows the process from selection through to application and the analysis and reporting of findings.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to prepare for investigation operations.	1.1	Demonstrate that they understand the investigation method statement and their job role in the investigation.				
		1.2	Describe the nature of the site and the investigation methods and safety arrangements that it requires.				
		1.3	Demonstrate that they are suitably clothed and equipped to implement the investigation.				
2	Be able to undertake intrusive investigations.	2.1	Demonstrate that they can implement the investigation efficiently and systematically and in accordance with the method statement.				
		2.2	Assess and record relevant features.				
		2.3	Perform observations and measurements that are accurate and meet the specified data requirement.				
		2.4	Record investigation data clearly and accurately.				
		2.5	Apply different work procedures and practices if instructed to allow for different circumstances and conditions.				
		2.6	Consult with senior colleagues when uncertain about specific aspects of the investigation.				
		2.7	Demonstrate that they can maintain the integrity of the site.				
		2.8	Demonstrate that they can maintain and use the appropriate equipment.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to prepare records and schedules.	3.1	Apply appropriate check and verification processes to a range of investigation data.				
		3.2	Demonstrate that they can accurately process investigation data.				
		3.3	Present investigation data in a format that will assist in making a balanced interpretation.				
4	Know how to implement intrusive investigations.	4.1	Describe how to select and secure suitable equipment and spares.				
		4.2	Describe the relevant safety arrangements and working practices that apply to intrusive investigations.				
		4.3	State the different personal and protective clothing and equipment that should be used by members of investigative teams.				
		4.4	Describe the sources of information available regarding to safe working practices and regulation.				
5	Know the different techniques applicable to intrusive investigations.	5.1	Describe the different types of intrusive investigation.				
		5.2	Describe the different types of equipment that might be used.				
		5.3	Describe how different types of equipment should be maintained.				
		5.4	Describe how intrusive investigations should be implemented.				
		5.5	Describe how observations and measurements should be effectively implemented.				
		5.6	Describe how to adapt investigation procedures and practices to suit different conditions.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Know how to prepare records of intrusive investigations.	6.1	Describe how to record and store investigation data.				
		6.2	Describe the different methods that can be used to verify investigation data.				
		6.3	Describe the processes and formats suitable for presenting investigation data.				
		6.4	Summarise the different types of investigation data.				
		6.5	Summarise the types of data analysis.				
		6.6	Critically compare the different types of presentation format that may be used.				

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# **Unit 7: Identify and control the environment for the safe storage of items**

**Unit reference number:** A/601/6999

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 32

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## **Unit aim**

This unit assesses the learner's capability and level of understanding of how to specify and implement the storage environment to maintain archaeological items. The unit follows the process from selection through to application and the monitoring of their impact. The unit also reflects the health and safety implications of selected storage environments.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify the appropriate environment in which to maintain and protect items.	1.1	Analyse the optimum preservation conditions for a range of different material types.				
		1.2	Distinguish where to obtain specialist advice on the optimum environmental conditions.				
		1.3	Implement action to monitor the environment of storage areas prior to their installation.				
		1.4	Perform activities consistent with the relevant health and safety considerations which apply to the storage and protection of items.				
		1.5	Analyse the relevant resources needed to implement specified procedures.				
		1.6	State who they should pass information regarding the implementation of procedures onto.				
		1.7	Produce a record of recommendations.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to control the environment to preserve and protect items.	2.1	Demonstrate how the environment of an item can be monitored and evaluated as to its effectiveness.				
		2.2	Perform checks to ensure that schedules and procedures for monitoring and maintaining the environment are correctly implemented.				
		2.3	Assess any evidence of instability or change in the items and any other indications that the environment is not suitable.				
		2.4	Perform the appropriate action if the environment is not suitable				
		2.5	Assess the resources needed to implement the appropriate action.				
		2.6	State who should be informed when corrective action is needed.				
		2.7	Demonstrate that they can implement activities within relevant health and safety guidelines and procedures.				
3	Know about the different environments applicable to archaeological items.	3.1	Describe the most suitable storage environments for a range of materials.				
		3.2	Describe the health and safety implications of the environmental conditions used.				
		3.3	Describe how storage environments should be accessed.				
		3.4	Summarise the key items of equipment used for monitoring, recording and maintaining environmental conditions.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to monitor the suitability of the storage environment.	4.1	Describe how the environment can be accurately monitored.				
		4.2	Describe the principal factors that should be monitored.				
		4.3	Describe the factors that indicate that an environment is not suitable for an item.				
		4.4	Describe the action that should be taken if evidence indicates that the environment is not suitable for an item.				
		4.5	State who should be informed if problems with the environment are identified.				
		4.6	Describe the health and safety implications of using available treatments.				
		4.7	Summarise the implications of not keeping an item in a suitable environment.				

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## Unit 8:

## Transfer items

**Unit reference number:** R/601/7009

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### Unit aim

This unit assesses the learner's level of capability regarding how to supervise the safe transportation of archaeological items. The unit follows the processes from checking and specifying the environmental requirements of an item through to the administrative and contractual requirements associated with individual items or collections.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify the handling requirements of an item.	1.1	Perform research activities which identify the condition of the item.				
		1.2	Draw conclusions regarding the conservation and environmental needs of the item.				
		1.3	Assess any risk of damage to or deterioration of the item arising from handling and moving the item.				
		1.4	Assess any risks to handlers that may arise.				
		1.5	Assess the range of materials needed to protect an item.				
		1.6	Judge the suitability of the equipment available to handle the item safely.				
		1.7	Perform a test of handling methods for their effectiveness before implementing them.				
		1.8	Review and revise plans for moving an item in response to expert opinion.				
		1.9	Apply packaging and handling procedures that do not prejudice subsequent scientific examination.				
		1.10	Assess whether schedules for the collection, transportation and delivery of items is in accordance with specifications.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to pack an item for transportation to a new location.	2.1	Select the equipment, materials and people necessary to pack an item.				
		2.2	Demonstrate that they can pack an item according to the specified guidelines and procedures.				
		2.3	Clarify any departures from specified guidelines and procedures with the relevant people.				
		2.4	Obtain additional advice from specialists where necessary.				
		2.5	Use protective materials and equipment that are appropriate to the conservation requirements of the item.				
		2.6	Assess whether the packaging provides the agreed level of protection, environmental control and security for the item in its predicted environment.				
		2.7	Apply labels and marking which outline the correct handling and destination instructions.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to monitor the transportation of items.	3.1	Gain the authority of the relevant people to transport items.				
		3.2	Assess the equipment used to transport the item for its suitability.				
		3.3	Confirm the availability of transportation equipment with the relevant people.				
		3.4	Perform the transportation of an item in line with handling guidelines and procedures.				
		3.5	Judge when to take corrective action to minimise actual or potential hazards to the item.				
		3.6	Apply relevant procedures to ensure that relevant documentation is kept with the item at all times				
		3.7	Apply relevant procedures for confirming the collection and delivery of all items in the required condition and to schedule.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to monitor the installation of items within a new location.	4.1	Implement checks which confirm the identity and condition of the item being installed.				
		4.2	Locate the resources necessary to install the items.				
		4.3	Assess the degree to which the location and installation meet the specification.				
		4.4	Clarify with the appropriate person whether the items are placed in the correct location.				
		4.5	Implement corrective action if the location or installation is unsuitable.				
		4.6	Develop an accurate record of the information relating to the installation.				
		4.7	Evaluate the environmental conditions necessary to maintain the condition of the items.				
		4.8	Implement procedures which maintain the security of the items at all times.				

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## **Unit 9: Understand how to transfer archaeological items**

**Unit reference number: M/601/7003**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 36**

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### **Unit aim**

This unit assesses the learner's level of understanding regarding how to supervise the safe transportation of archaeological items. The unit follows the processes from checking and specifying the environmental requirements of an item through to the administrative and contractual requirements associated with individual items or collections.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Know how to identify the handling requirements of an archaeological item.	1.1	Describe how to check the identity and condition of different types of item.				
		1.2	Describe how to obtain information on the conservation needs of the item.				
		1.3	Summarise the potential risks of damage to or deterioration of an item.				
		1.4	Describe the materials that are suitable for encasing an item.				
		1.5	Summarise the type of equipment that is suitable for moving an item.				
		1.6	Describe the appropriate handling methods for moving an item.				
		1.7	Describe how handling methods can be tested.				
		1.8	Summarise who should be contacted for expert advice.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to pack an archaeological item for transportation to a new location.	2.1	Describe how they can ensure that packaging will provide the agreed level of protection.				
		2.2	Describe how to assess the level of protection that packaging can provide.				
		2.3	Describe the equipment and resources needed to pack an item.				
		2.4	Summarise the guidelines and procedures that should be followed when packing an item.				
		2.5	Describe how packaging should be suitably labelled to ensure that the contents remain safe and that it reaches its intended destination.				
		2.6	Summarise who should be consulted when guidelines and procedures are deviated from.				
3	Know how to monitor the transportation of items.	3.1	Describe the relevant customs and import/export regulations that may apply to an item.				
		3.2	Describe the documentation that may be used by receiving organisations.				
		3.3	Summarise any relevant contractual agreements that may be in place.				
		3.4	Summarise key items of health and safety legislation which relate to the transportation of archaeological items.				
		3.5	Describe the significance and value of materials under transportation.				
		3.6	Describe how information relating to the transportation of items should be recorded and stored.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to monitor the installation of items within a new location.	4.1	Describe how to identify similar articles.				
		4.2	Describe how to assess an items ideal conditions.				
		4.3	Describe how to monitor environmental conditions.				
		4.4	Describe how to maintain the security of an item				
		4.5	Summarise the acquisition and loan procedures of the receiving organisation				
		4.6	Summarise the resources necessary to install the item.				
		4.7	Describe the access requirements for the audience, staff and other stakeholders.				

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## **Unit 10: Apply preventative care procedures to items**

**Unit reference number: M/601/6997**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 35**

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### **Unit aim**

This unit assesses the learner's capability and level of understanding of how to prevent the deterioration of archaeological items. The unit follows the process from selection through to application and the monitoring of their impact.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to control the environment to preserve and protect items.	1.1	Analyse the environmental requirements needed to preserve a range of items described within a conservation plan.				
		1.2	Implement actions to monitor the existing environmental conditions in the intended location accurately over a suitable period.				
		1.3	Distinguish when evidence demonstrates that the environment is not suitable for an item.				
		1.4	Implement suitable methods to modify the item's environment when necessary.				
		1.5	Implement procedures for the handling and physical protection of an item.				
		1.6	Summarise the actions taken to recover control of the item's environment, making recommendations where necessary.				
		1.7	Obtain advice when further action is required.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to monitor and modify the environment and the condition of an item.	2.1	Develop a set of procedures for monitoring and maintaining the environment and condition of an item.				
		2.2	Apply the procedures for monitoring and maintaining the environment of an item according to a specification.				
		2.3	Describe any evidence of instability or change in an item and any other indications that the environment is not suitable for it.				
		2.4	Apply at the appropriate action when specifications for the environmental protection and condition of items are not being met.				
		2.5	Develop a record of the monitoring processes implemented ensuring that they are clear and accurate.				
3	Know how to develop a framework for the protection of an item.	3.1	Describe how to develop a specification for the control of an items environment.				
		3.2	Describe how to develop guidelines and procedures for the monitoring of an items environment.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to apply methods for the protection of an item.	4.1	Summarise the environmental recommendations for an item.				
		4.2	Describe the indicators which show that an environment is not suitable for an item.				
		4.3	Describe how the environment can be accurately monitored.				
		4.4	Describe the principal elements of the environment that need to be monitored.				
		4.5	Describe the equipment available to monitor the environment.				
		4.6	State the people who should be informed about the items environment.				
		4.7	Describe the implications of storing an item in an unsuitable environment.				
		4.8	Explain why it is important to keep appropriate records.				
		4.9	Describe what could be considered to be suitable packing, storage and display materials.				
		4.10	Summarise the appropriate handling requirements of a range of items.				

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 11: Implement routine interventive conservation procedures**

**Unit reference number: T/601/6998**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 30**

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## **Unit aim**

This unit assesses the learner's level of understanding and capability regarding how stabilise, clean and repair archaeological items. The unit follows the processes from analysing the status of the item, selecting appropriate interventions and applying them safely. The unit addresses the processes in the context of following a conservation plan.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to apply routine stabilisation techniques.	1.1	Demonstrate that they can follow a conservation plan agreed by a conservator.				
		1.2	Perform actions which treat items without compromising their integrity, in accordance with the agreed conservation plan.				
		1.3	Perform actions which reduce or neutralise potential and active agents for deterioration.				
		1.4	Demonstrate that they can minimise further deterioration by applying the appropriate materials.				
		1.5	Evaluate what is required in the future to maintain the condition of the treated item.				
		1.6	Record the treatment procedure accurately and correctly in the appropriate format.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to implement routine cleaning and repair techniques.	2.1	Apply treatments to an item without compromising its integrity, in accordance with the agreed conservation plan.				
		2.2	Demonstrate that they can remove or reduce material which inhibits the interpretation of an item.				
		2.3	Apply materials to effect an items repair.				
		2.4	Select suitable repairs which ensure that they are reversible, appropriate and identifiable.				
		2.5	Assess the application and effect of an intervention.				
		2.6	State who should be informed if interventions result in unforeseen effects.				
		2.7	Asses what is required in the future to maintain the condition of a treated item.				
		2.8	Demonstrate that they can record the treatment procedure accurately and correctly and in the appropriate format.				
3	Know how to apply routine stabilisation techniques.	3.1	Describe how to monitor the item's treatment.				
		3.2	Describe the main techniques for stabilisation of materials.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to follow a conservation plan.	4.1	Describe an items requirements for conservation.				
		4.2	Describe the different organisational functions that may be involved with the conservation of an item.				
		4.3	Describe the differing roles of team members in the conservation of an item.				
		4.4	Describe the key physical interventions required by the conservation plan.				
5	Know how to treat the deterioration of an item.	5.1	Describe the agents of deterioration likely to be found in the item.				
		5.2	Describe the weaknesses likely to be found in the item.				
		5.3	Describe the relative effectiveness of protective and preservative procedures.				
		5.4	Summarise the data that should be recorded.				
		5.5	Describe the health and safety implications of different routine treatments.				
		5.6	Outline how the effect of a treatment can be evaluated.				
6	Know how to implement routine cleaning and repair.	6.1	Describe how to evaluate the effectiveness of a treatment.				
		6.2	Describe the material that can be removed from the item.				
		6.3	Describe the methods that can be used for removing or reducing materials and accretions on the item.				
7	Know how to evaluate the effectiveness of a treatment.	7.1	Describe the tests that can be applied to an item.				
		7.2	Summarise the type of data that should be recorded.				
		7.3	Describe the methods and materials that could be used for repair.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 12: Classify, compile and maintain data on the material remains of past communities**

**Unit reference number: K/601/7002**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 32**

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### **Unit aim**

This unit assesses the learner's level of understanding and capability regarding how to identify, obtain and classifying information regarding individual archaeological items or groups of items. The unit follows the processes from selecting and identifying sources of information through to classifying and ensuring that future access can be facilitated. The unit also addresses how information compiled should be maintained.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to classify and compile data on the material remains of past communities.	1.1	Perform agreed procedures to obtain access to sources of information.				
		1.2	Select information in line with the requirements of the analysis.				
		1.3	Apply information collection methods effectively and consistently.				
		1.4	Apply organisational procedures which protect the information sources.				
		1.5	Assess any potential problems that may occur during the collection of information.				
		1.6	Analyse any problems with the collection of information.				
		1.7	Develop a plan for how problems with the collection of information can be dealt with appropriately.				
		1.8	Develop an accurate record of the information.				
		1.9	Perform actions in line with all relevant legislation, codes of practice, standards and procedures.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to maintain data and records on the material remains of past communities.	2.1	Develop a plan with identifies the procedures for obtaining, selecting, classifying and recording information.				
		2.2	Clarify with whom information requirements should be agreed.				
		2.3	Evaluate the suitability of the sources of information.				
		2.4	Classify the relevant sources of information that may be used.				
		2.5	Implement relevant methods for recording and storing information.				
		2.6	Apply methods for the control and access to the information system which maximise the utility of the system and maintain openness or confidentiality.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to agree methods for classifying and compiling data on the material remains of past communities.	3.1	Describe the relevant procedures for protecting information sources.				
		3.2	Summarise the agreed procedures for accessing information.				
		3.3	Describe the required information collection procedures.				
		3.4	Summarise why it is important to apply collection methods effectively and consistently.				
		3.5	Describe the consequences of not applying the collection methods consistently and effectively.				
		3.6	Describe the actions that might be taken if collection methods are inappropriate.				
		3.7	Describe the systems used for recording information.				
		3.8	Summarise the procedures relating to the use of information recording systems.				
		3.9	Describe the relevant national, local, professional and organisational requirements relating to intelligence analysis.				
		3.10	Summarise why it is important to comply with different requirements.				
		3.11	Describe the consequences of not complying with different requirements.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to maintain data and records on the material remains of past communities.	4.1	Describe how to identify and agree appropriate and valid procedures for obtaining, selecting, classifying and recording information.			
		4.2	Describe how to identify relevant sources of information required.			
		4.3	Describe how to assess, categorise, classify, record and store information.			
		4.4	Describe how to identify and agree methods for control and access to information systems which maximise utility.			
		4.5	Summarise the common formats, systems and recording procedures for classifying and recording information.			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)



# **Unit 13: Provide information on the material remains of past communities to others**

**Unit reference number:** A/601/7005

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 42

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## **Unit aim**

This unit assesses the learner's level of understanding and capability regarding how to identify, obtain and present information regarding individual archaeological items or groups of items to members of the public or other groups. The unit follows the processes from selecting and identifying sources of information through to presenting it in a format suitable for the needs of the intended audience.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to interpret customers requests for information on the material remains of past communities.	1.1	Categorise information into a suitable form for display and use.				
		1.2	Classify stored information ensuring its prompt identification and retrieval when required.				
		1.3	Perform actions which guide users who are unable to identify the required information in accessing the information system and identifying alternative sources.				
		1.4	Implement procedures for the use of information to maximise the utility and integrity of the information system for all identified users.				
		1.5	Implement appropriate and valid methods for maintaining the currency of information.				
		1.6	Judge when information is redundant and appropriate for removal.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to access data sources and compile data on the material remains of past communities.	2.1	Select the type of information required.				
		2.2	Evaluate the sources of information according to their contribution to the intelligence analysis process.				
		2.3	Perform in line with the protocols for accessing, using and protecting sources of information.				
		2.4	Obtain any necessary agreement from relevant people to use the source of information.				
		2.5	Implement appropriate action in response to any problems that might occur with the collection of necessary information.				
		2.6	Implement activity in accordance with all relevant legislation, codes of practice, standards and procedures.				
		2.7	Implement activity in accordance with all relevant legislation, codes of practice, standards and procedures.				
3	Be able to collate and present data to meet customers' requirements.	3.1	Identify the range of information required for analysis.				
		3.2	Classify information according to the agreed criteria and procedures.				
		3.3	Implement appropriate actions when problems with the collation of information are identified.				
		3.4	Evaluate the information for its contribution to the analysis.				
		3.5	Diagnose the limits of the information and any gaps that might require additional or other types of information.				
		3.6	Record the results of the collation accurately in an appropriate information system.				
		3.7	Implement activity in accordance with all relevant legislation, codes of practice, standards and procedures.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to interpret customers requests for information on the material remains of past communities.	4.1	Describe how to organise, store and classify information into a suitable form for display and use.				
		4.2	Describe how to control the use of information to maximise the utility and integrity of the information system for others.				
		4.3	Describe how to establish and implement appropriate and valid methods for maintaining the currency of information.				
		4.4	Summarise how to effectively give advice to other users.				
		4.5	Describe the different formats available for the display and use of information.				
		4.6	Summarise the key requirements that users have when seeking information.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know how to access data sources and compile data on the material remains of past communities.	5.1	Describe the type of information required.				
		5.2	Describe the potential sources of information available.				
		5.3	Describe the evaluation criteria that could be used to select information.				
		5.4	Describe the protocols for selecting different information sources.				
		5.5	Summarise why it is important to obtain agreement to use information.				
		5.6	Outline the sources of information which require agreement for use.				
		5.7	Describe the problems that may occur when seeking information.				
		5.8	Describe the actions that could be taken to resolve problems when seeking information.				
		5.9	Describe the relevant national, local, professional and organisational requirements relating to intelligence analysis.				
		5.10	Summarise the importance of complying with different requirements.				
		5.11	Describe the consequences of not complying with different requirements.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Know how to collate and present data to meet customers' requirements.	6.1	Describe how much information is usually required for analysis.				
		6.2	Describe why it is important to apply the agreed criteria and procedures.				
		6.3	Describe what the disclosure procedures are relating to the information.				
		6.4	Describe why it is important to be able to provide an audit trail.				
		6.5	Describe the types of problems that might occur when collating data.				
		6.6	Summarise the actions that could be taken for different types of problems when collating data.				
		6.7	Describe the evaluation criteria that could be used.				
		6.8	Summarise how information sources may not always provide the data needed.				
		6.9	Describe what types of additional information that may be needed.				
		6.10	Describe the systems used for recording collated information.				
		6.11	Summarise the importance of using agreed systems for collating information.				
		6.12	Describe the procedures relating to the use of the systems.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 14: Prepare the accommodation of items in archaeological operations**

**Unit reference number: D/601/7000**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 30**

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## **Unit aim**

This unit assesses the learner's level of understanding and capability regarding how to select and apply different approaches for installing an archaeological item in a way which ensures its safety and accessibility to the public or other interested parties. The unit follows the processes from assessing the environmental needs of the item through to specifying approaches for protecting the item once installed. The unit also addresses the health and safety implications of the approaches selected.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify the accommodation requirements of an item.	1.1	Assess the needs of users and the way an item is likely to be used.				
		1.2	Select an appropriate accommodation approach.				
		1.3	Assess any relevant technical and resource constraints that may apply.				
		1.4	Clarify with specialists the conservation and security needs of items.				
		1.5	Distinguish the environmental conditions necessary to maintain the condition of an item.				
		1.6	Assess the space requirements of the existing and potential collection.				
		1.7	Evaluate a preferred option to meet requirements and ensuring the specification contains sufficient detail for work to proceed.				
		1.8	Assess the documentation requirements of the item or items.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to organise the preparation of facilities to accommodate items.	2.1	Select the resources that are needed to prepare the facilities.				
		2.2	Assess the degree to which the components installed during the preparation of facilities meet specifications and are suitable for the items.				
		2.3	Clarify with specialist the conservation needs of an item.				
		2.4	Assess whether any of the materials used in the installation pose a threat to the item.				
		2.5	Demonstrate that they can prepare facilities according to the specified requirements, budget and timescale.				
		2.6	Review alternative solutions where the requirements for access, environmental monitoring or security of items cannot be met.				
		2.7	Describe proposed alternative solutions where the requirements for access, environmental monitoring or security of items cannot be met.				
		2.8	Develop an accurate record of information relating to the preparation of facilities.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to identify the accommodation requirements of archaeological items.	3.1	Describe how to assess the existing space requirements of the collection.				
		3.2	Summarise how to select a preferred option for the accommodation of archaeological items.				
		3.3	Describe how to develop a specification of the work that is required.				
		3.4	State who the different uses of the archaeological items will be.				
		3.5	Describe the handling procedures and equipment that may be required.				
		3.6	Critically compare the technical and resource constraints affecting the work.				
		3.7	Describe the types of environmental conditions that have to be considered.				
		3.8	Summarise how space requirements differ according to the use of items.				
		3.9	Describe the protection requirements of the item.				
		3.10	Summarise the reasons for confirming conclusions with specialists.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to organise the preparation of facilities to accommodate archaeological items.	4.1	Describe how to identify and obtain resources for the activity.				
		4.2	Describe how to assess whether facilities meet the specification.				
		4.3	Summarise the level of information required by other people involved.				
		4.4	Describe how to evaluate the components that should be installed in the location.				
		4.5	Summarise the threats to an item from materials.				
		4.6	Describe how the threats can be avoided.				
		4.7	Summarise where information can be gained regarding the timescales and budgets for the operation.				
		4.8	Describe the health and safety requirements relating to the accommodation of archaeological items.				

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- Pearson BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Pearson Work Based Learning: [www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)
- Books, software and online resources for UK schools and colleges: [www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*
- *Pearson Work Based Learning Centre Guide*
- *Access Arrangements, Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*
- *Edexcel UK Information Manual – Chapter 9* (updated annually)
- *Recognition of Prior Learning Policy*.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based](http://www.pearsonwbl.edexcel.com/NVQ-competence-based).

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications](http://www.edexcel.com/resources/publications).

## 13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, [www.pearsonwbl.edexcel.com/training-events](http://www.pearsonwbl.edexcel.com/training-events). You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

### Support services

**Face-to-face support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at [www.btec.co.uk/support](http://www.btec.co.uk/support).

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

### Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

## 14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email [wblcomplaints@pearson.com](mailto:wblcomplaints@pearson.com).

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

## Creative and Cultural Skills

### 1. Assessment principles

The following principles apply to the assessment of the qualification:

- 1.1 The focus of assessment should be on naturally occurring evidence, with emphasis on tangible outcomes where these are available (such things as, the items that have been produced and any supporting drawings, designs or plans).
- 1.2 The use of work place assessment is the preferred method.
- 1.3 Simulations may be appropriate for some aspects of the standards (for example, in respect to health and safety for working at height and responding to a fall or emergency).
- 1.4 External Verification will focus on process, underpinning knowledge and understanding rather than a reinvestigation of individual learner evidence.
- 1.5 Where learners have particular needs (for example, physical disability or limitations due to circumstances such as being in an offending institution) the evidence requirements may be varied providing that any alternative evidence demonstrates appropriate standards of competence as identified in the unit or specific part of a unit.

### 2 External quality control

2.1 In relation to Enhanced External Verification:

- Pearson will follow a sampling regime that is consistent with current good practice, as specified by the regulatory authorities, and will ensure that each centre receives a sufficient number of External Verification visits.
- At these visits learner assessment evidence and internal verification practice will be reviewed in respect of specific units within each qualification.
- Pearson will apply a risk rating system in line with Pearson's external verification policy to ensure that each centre's strengths and weaknesses can be identified and to ensure prompt and appropriate action is taken to address any weaknesses, which pose risk to the quality of the system.

2.2 In relation to inter-assessor and inter-centre consistency, Pearson will provide support to centres to ensure that assessors and internal verifiers carry out their responsibilities in a consistent and rigorous fashion. This is likely to involve some or all of the following:

- opportunities for assessors and internal verifiers, both within and across centres to network, question professional practitioners and benchmark their practice in relation to the occupation(s) within which they practice.
- regular contact between Standards Verifiers and professional practitioners to enable them to maintain an accurate and current level of understanding of the standards and best practice in assessment.

- production of centrally devised recording and guidance materials which are accepted as clear, jargon-free and concise and which support the planning and conduct of assessments, the interpretation of evidence and the elicitation of learner knowledge and understanding to a comparable breadth and depth across centres and assessors.
- the production of evidence lists indicating the types of activities and outcomes in each occupational area which could be called upon to provide evidence for a given occupational qualification.

### 3. Workplace performance requirements and the use of simulation

3.1 Workplace performance evidence should always form the greatest proportion of each learner's evidence, attesting to the fact that for an occupational qualification the learner has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills. Unless otherwise indicated, it is a general principle that evidence from simulations should only be employed under the following circumstances:

- where for the learner to be assessed performing this task in a real working environment could be deemed to pose risks to the learner or others (*for example, what to do in the event of a fall when working at height*);

or

- where the situation or task to be assessed arises so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real (*for example, flying performers live*)

or

- where the equipment or other resources needed are not available in the learner's normal workplace.

3.2 Simulations should always be very carefully designed. The aim of simulation is to:

*'provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed'.*

A realistic working environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college production that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for technical and production roles, but a college production, which is only performed for the benefit of other students, is not. However, simulated activity may be used within a production setting, for assessment purposes in order to prevent any barriers to achievement.

Where simulation is indicated, it is recommended that it be designed to address the following characteristics:

- the learner is required to use materials, tools and equipment found and used within current workplace environments to carry out the actions being assessed;
- the learner is provided with information, advice and guidance as to the outcomes to be achieved, at a level of detail that would be typical of current workplace contexts;



- the learner is required to carry out actions and responsibilities which would be naturally delegated to someone competent in the occupational area, within current workplace contexts;
- if it would affect the learner's actions and decision-making (*for example, in rigging, lighting or sound roles*), the physical environment in which the simulation occurs should replicate that in which the required action/outcome would occur within a current workplace context; and
- if it would affect the learner's actions and decision-making (*for example, stage management, dressing or hair and makeup roles*), the other people with which the learner is required to interact should behave 'in character' for the role they are playing within the simulation.

Centres are required to advise the SV in advance of their intention to use simulations and the design of the simulation should be approved by the SV prior to use.

#### **4. Occupational competence of line managers, assessors, verifiers and expert witnesses**

4.1 Those acting as assessors, internal verifiers and external verifiers will require strong interpersonal and communication skills in addition to their assessment and technical expertise, and will require to undertake appropriate continuing professional development in order to maintain their occupational competence. Assessors, internal and Standards Verifier's experience and competence is likely to be evidenced by:

- possession of appropriate qualifications
- possession of a relevant professional or occupational qualification
- membership of a relevant professional body
- continuing professional development.

**Assessors** must:

- hold or be working towards an appropriate assessment qualification
- have relevant current or recent past industry experience and competence of the occupational working area at or above the level being assessed. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

**Internal Verifiers** must:

- hold or be working towards an appropriate verifier qualification
- have relevant current or recent past industry experience and competence in an area related to the occupational working area at or above the level which they are verifying. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

**Standards Verifiers** must:

- hold an appropriate qualification in verification
- have substantial relevant current or recent past industry experience within the creative and cultural industry. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

**Expert witnesses or work based recorders** must:

- be independent of the outcome of the assessment
- have a working knowledge of the units on which their testimony is based
- have enough experience and occupational competence to make a valid judgement about competence in the area they will be attesting to.

The role of an expert witness or work-based recorder is to attest to evidence of learners' knowledge, understanding, skills and performance by, for example providing:

- a statement describing how the learner performed; or
- a record of discussions with the learner about their knowledge and understanding.

# Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS	Units			
	1 Level 3	2 Level 3	3 Level 3	4 Level 3
<b>Independent Enquirers</b>				
1 identify questions to answer and problems to resolve	•			
2 plan and carry out research, appreciating the consequences of decisions	•			
3 explore issues, events or problems from different perspectives				
4 analyse and evaluate information, judging its relevance and value	•		•	
5 consider the influence of circumstances, beliefs and feelings on decisions and events			•	
6 support conclusions, using reasoned arguments and evidence	•			
<b>Creative Thinkers</b>				
1 generate ideas and explore possibilities				
2 ask questions to extend their thinking				•
3 connect their own and others' ideas and experiences in inventive ways				
4 question their own and others' assumptions				•
5 try out alternatives or new solutions and follow ideas through				
6 adapt ideas as circumstances change				
<b>Reflective Learners</b>				
1 assess themselves and others, identifying opportunities and achievements				•
2 set goals with success criteria for their development and work			•	•
3 review progress, acting on the outcomes			•	
4 invite feedback and deal positively with praise, setbacks and criticism			•	•
5 evaluate experiences and learning to inform future progress				
6 communicate their learning in relevant ways for different audiences				•

PLTS	Units			
	1 Level 3	2 Level 3	3 Level 3	4 Level 3
<b>Team Workers</b>				
1 collaborate with others to work towards common goals			•	
2 reach agreements, managing discussions to achieve results				
3 adapt behaviour to suit different roles and situations, including leadership roles				•
4 show fairness and consideration to others				•
5 take responsibility, showing confidence in themselves and their contribution		•		
6 provide constructive support and feedback to others				
<b>Self-Managers</b>				
1 seek out challenges or new responsibilities and show flexibility when priorities change				
2 work towards goals, showing initiative, commitment and perseverance		•		
3 organise time and resources, prioritising actions			•	
4 anticipate, take and manage risks				
5 deal with competing pressures, including personal and work-related demands		•		
6 respond positively to change, seeking advice and support when needed				
7 manage their emotions, and build and maintain relationships		•		
<b>Effective Participants</b>				
1 discuss issues of concern, seeking resolution where needed				
2 present a persuasive case for action				
3 propose practical ways forward, breaking these down into manageable steps				
4 identify improvements that would benefit others as well as themselves				•
5 try to influence others, negotiating and balancing diverse views to reach workable solutions				•
6 act as an advocate for views and beliefs that may differ from their own				•

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