

**Pearson  
Edexcel Level 2 Certificate  
in Cultural Heritage (QCF)**

**Pearson  
Edexcel Level 3 Diploma  
in Cultural Heritage (QCF)**

**Pearson  
Edexcel Level 5 Diploma  
in Cultural Heritage (QCF)**

**Specification**

NVQ/Competence-based qualification(s)

First registration July 2011

Issue 2

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ISBN 978 1 446 91196 9

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# Purpose of this specification

This specification sets out:

- the objectives of the qualifications
- any other qualifications that a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking these qualifications
- the combination of units that a learner must have completed before the qualifications will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualifications
- 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 Frameworks in which the qualifications are 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 2 Certificate in Cultural Heritage (QCF)
QCF Qualification Number (QN)	600/1815/X
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	18/04/2011
Operational start date	01/06/2011
Approved age ranges	16 – 18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	30
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	192 – 208
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 Pearson 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.

Qualification title	Pearson Edexcel Level 3 Diploma in Cultural Heritage (QCF)
QCF Qualification Number (QN)	600/2010/6
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	19/05/2011
Operational start date	01/06/2011
Approved age ranges	16 – 18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	60
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	358 – 379
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 Pearson 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.

Qualification title	Pearson Edexcel Level 5 Diploma in Cultural Heritage (QCF)
QCF Qualification Number (QN)	600/1896/3
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	27/04/2011
Operational start date	01/06/2011
Approved age ranges	18+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	75
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	268 – 328
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 Pearson 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.

## 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 our *UK Information Manual*, available on our website: [www.edexcel.com](http://www.edexcel.com)

## Qualifications objectives

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The Pearson Edexcel Level 2 Certificate in Cultural Heritage (QCF) is for learners who work in, or want to work in the culture and heritage sector.

It gives learners the opportunity to:

- demonstrate competence in a support role, for example warders, attendants, assistants, volunteers and part-time staff
- develop knowledge and skills related to the specified job roles in the culture and heritage sector
- have existing skills recognised
- achieve a nationally recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

The Pearson Edexcel Level 3 Diploma in Cultural Heritage (QCF) is for learners who work in, or want to work in cultural heritage and is based on the day-to-day demands of working in the culture and heritage sector.

It gives learners the opportunity to:

- demonstrate competence in roles such as assistant archivist, assistant exhibition organiser, museum assistant, assistant museum/art gallery curator, within one of six pathways: cultural heritage, learning and interpretation, conservation, collections management, marketing and fundraising, and photography
- develop knowledge and skills related to the specified job roles in the culture and heritage sector
- have existing skills recognised
- achieve a nationally recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

The Pearson Edexcel Level 5 Diploma in Cultural Heritage (QCF) is for learners who work in, or want to work in the heritage sector and is based on the day-to-day demands of senior managers.

It gives learners the opportunity to:

- demonstrate competence as a senior manager
- develop knowledge and build on general management skills specifically within a cultural heritage organisation, within one of five pathways: operations, conservation, collections management, learning and interpretation, and marketing and fundraising
- have existing skills recognised
- achieve a nationally recognised Level 5 qualification
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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These qualifications are not replacements.

## **Apprenticeships**

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Creative & Cultural Skills include the Pearson Edexcel Level 2 Certificate in Cultural Heritage (QCF) as the competence component for the Intermediate Apprenticeship in Cultural Heritage. The Pearson Edexcel Level 3 Diploma in Cultural Heritage (QCF) (and associated pathways) is included as the competence component for the Advanced Apprenticeship in Cultural Heritage.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Pearson Edexcel Level 2 Certificate in Cultural Heritage (QCF) can progress to the Pearson Edexcel Level 3 Diploma in Cultural Heritage (QCF) or within their current and future roles.

Learners who have achieved the Pearson Edexcel Level 3 Diploma in Cultural Heritage (QCF) can progress to the Pearson Edexcel Level 5 Diploma in Cultural Heritage (QCF) or within their current and future roles.

The Pearson Edexcel Level 5 Diploma in Cultural Heritage (QCF) presents an opportunity for individuals to progress within their current and future roles.

## **Industry support and recognition**

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These qualifications are supported by Creative & Cultural Skills, the Sector Skills Council for the creative and cultural industries.

## **Relationship with National Occupational Standards**

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These qualifications are based on the National Occupational Standards (NOS) in Cultural Heritage, which were set and designed by Creative & Cultural Skills, the Sector Skills Council for the sector.

### 3 Qualification structures

#### Pearson Edexcel Level 2 Certificate in Cultural Heritage (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	30
Number of mandatory credits that must be achieved from Group A	6
Number of optional credits that must be achieved from Group B	24

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
35	R/601/5941	Assist with incidents and emergency procedures	2	2	18
37	A/502/3571	Working with colleagues	2	1	6
72	D/601/7515	Contribute to the care of a cultural venue premise	2	3	24
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
38	D/601/6817	Make and maintain conservation records for cultural heritage	2	5	35
39	T/601/6922	Assist customers, visitors or audiences in getting the best from their experience of a creative or cultural organisation	2	4	28
40	L/601/6828	Support learning activities in a creative and cultural context	2	4	28
41	R/601/6832	Support marketing activities in a creative and cultural context Barred combination with unit: K/601/6822	2	4	28
42	K/601/6822	Support fundraising for a creative and cultural organisation Barred combination with unit: R/601/6832	2	4	28
43	R/601/2490	Store and retrieve information	2	3	17

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
44	M/501/3961	Identity and cultural diversity	2	2	20
45	K/601/5850	Assisting with daily financial issues	2	3	27
46	D/601/6882	Provide information on a cultural heritage collection	3	6	36
47	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36
48	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48
49	H/601/6835	Apply procedures for the management of cultural heritage collections	3	6	36
50	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	3	5	30
51	R/601/6877	Protect cultural heritage through basic conservation measures  Barred combination with units: J/601/6844 and T/601/6869	3	6	36
52	F/601/6907	Undertake routine conservation treatments for cultural heritage  Barred combination with unit: J/601/6844	3	12	72
53	D/601/6834	Apply preventive conservation measures for cultural heritage  Barred combination with unit: J/601/6844	3	12	72
54	J/601/6889	Set up and maintain conservation equipment	3	6	36
55	K/601/6867	Make copies or representations of items of heritage	3	6	36
56	M/601/6854	Handle, clean and reposition cultural heritage objects  Barred combination with unit: J/601/6844	3	6	36
57	A/601/6873	Promote and sell goods and services in a creative and cultural organisation	3	6	36

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
58	R/601/6913	Work with volunteers in a creative and cultural context Barred combination with unit: L/601/6893	3	4	24
59	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	3	6	36
60	D/601/6901	Taking responsibility for work in a creative and cultural context	3	4	24
61	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24
62	L/601/6893	Supervise and support the work of others in creative and cultural contexts Barred combination with unit: R/601/6913	3	8	48
63	Y/601/6850	Deliver learning or interpretation activities in a creative and cultural context	3	8	48
64	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	3	6	36
65	D/601/6994	Develop learning materials for use in a creative and cultural context	3	6	36
66	K/601/6903	Undertake marketing activities in a creative and cultural context	3	8	48
67	M/601/6885	Raise funds for a creative and cultural organisation	3	6	36
68	R/601/6846	Control the security of a cultural venue	3	6	36
69	J/601/1210	Deliver reliable customer service	2	5	33
70	T/601/6841	Catalogue objects and collections	3	6	36
71	T/601/6869	Monitor the security and environment of cultural heritage objects Barred combination with unit: R/601/6877	3	6	36

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
73	J/601/6844	Contribute to the care of cultural heritage objects  Barred combination with units: F/601/6907, R/601/6877, D/601/6834 and M/601/6854	3	6	36
74	R/601/6880	Provide guided tours in a cultural venue	3	8	48
75	H/601/6897	Support the organisation of creative or cultural events or exhibitions	3	6	36
76	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38
77	L/601/0933	Give customers a positive impression of yourself and your organisation	2	5	33

Centres should be aware that within the Level 2 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 3 Diploma in Cultural Heritage (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	60
Number of mandatory credits that must be achieved from Group A	18
Minimum number of optional credits that must be achieved from Group B	42

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
59	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	3	6	36
60	D/601/6901	Taking responsibility for work in a creative and cultural context	3	4	24
61	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24
76	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
3	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation Barred combination with unit: L/601/6893	4	8	40
16	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40
21	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40
23	H/601/6883	Manage the security of a cultural venue Barred combination with unit: R/601/6846	4	8	40

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
25	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context  Barred combination with unit: Y/601/6850	4	10	50
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
29	H/601/6902	Represent a creative and cultural organisation	4	8	40
34	J/601/6861	Inspect and monitor cultural heritage for conservation purposes	3	6	36
36	K/601/1622	Demonstrate understanding of customer service	3	6	40
46	D/601/6882	Provide information on a cultural heritage collection	3	6	36
47	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36
48	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48
49	H/601/6835	Apply procedures for the management of cultural heritage collections	3	6	36
50	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	3	5	30
51	R/601/6877	Protect cultural heritage through basic conservation measures  Barred combination with units: J/601/6844 and T/601/6869	3	6	36
52	F/601/6907	Undertake routine conservation treatments for cultural heritage  Barred combination with unit: J/601/6844	3	12	72
53	D/601/6834	Apply preventive conservation measures for cultural heritage  Barred combination with unit: J/601/6844	3	12	72
54	J/601/6889	Set up and maintain conservation equipment	3	6	36

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
55	K/601/6867	Make copies or representations of items of heritage	3	6	36
56	M/601/6854	Handle, clean and reposition cultural heritage objects Barred combination with unit: J/601/6844	3	6	36
57	A/601/6873	Promote and sell goods and services in a creative and cultural organisation	3	6	36
58	R/601/6913	Work with volunteers in a creative and cultural context Barred combination with unit: L/601/6893	3	4	24
62	L/601/6893	Supervise and support the work of others in creative and cultural contexts Barred combination with units: R/601/6913 and L/601/6876	3	8	48
63	Y/601/6850	Deliver learning or interpretation activities in a creative and cultural context Barred combination with unit: A/601/6887	3	8	48
64	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	3	6	36
65	D/601/6994	Develop learning materials for use in a creative and cultural context	3	6	36
66	K/601/6903	Undertake marketing activities in a creative and cultural context	3	8	48
67	M/601/6885	Raise funds for a creative and cultural organisation	3	6	36
68	R/601/6846	Control the security of a cultural venue Barred combination with unit: H/601/6883	3	6	36
70	T/601/6841	Catalogue objects and collections	3	6	36

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
71	T/601/6869	Monitor the security and environment of cultural heritage objects  Barred combination with unit: R/601/6877	3	6	36
73	J/601/6844	Contribute to the care of cultural heritage objects  Barred combination with units: R/601/6877, M/601/6854, D/601/6834 and F/601/6907	3	6	36
74	R/601/6880	Provide guided tours in a cultural venue	3	8	48
75	H/601/6897	Support the organisation of creative or cultural events or exhibitions	3	6	36

Centres should be aware that within the Level 3 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 3 Diploma in Cultural Heritage (Learning and Interpretation) (QCF)

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

Minimum number of credits that must be achieved	60
Number of mandatory credits that must be achieved from Group A	30
Minimum number of optional credits that must be achieved from Group B	8
Minimum number of optional credits that must be achieved from Group C	20

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
59	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	3	6	36
60	D/601/6901	Taking responsibility for work in a creative and cultural context	3	4	24
61	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24
64	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	3	6	36
65	D/601/6994	Develop learning materials for use in a creative and cultural context	3	6	36
76	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38
Unit	Unit reference number	Group B: Optional units (One unit)	Level	Credit	Guided learning hours
25	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context Barred combination with unit: Y/601/6850	4	10	50
63	Y/601/6850	Deliver learning or interpretation activities in a creative and cultural context Barred combination with unit: A/601/6887	3	8	48

Unit	Unit reference number	Group C: Optional units	Level	Credit	Guided learning hours
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation Barred combination with unit: L/601/6893	4	8	40
16	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40
21	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
29	H/601/6902	Represent a creative and cultural organisation	4	8	40
36	K/601/1622	Demonstrate understanding of customer service	3	6	40
46	D/601/6882	Provide information on a cultural heritage collection	3	6	36
58	R/601/6913	Work with volunteers in a creative and cultural context Barred combination with unit: L/601/6893	3	4	24
62	L/601/6893	Supervise and support the work of others in creative and cultural contexts Barred combination with units: R/601/6913 and L/601/6876	3	8	48
73	J/601/6844	Contribute to the care of cultural heritage objects	3	6	36
74	R/601/6880	Provide guided tours in a cultural venue	3	8	48
75	H/601/6897	Support the organisation of creative or cultural events or exhibitions	3	6	36

Centres should be aware that within the Level 3 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 3 Diploma in Cultural Heritage (Conservation) (QCF)

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

Minimum number of credits that must be achieved	60
Number of mandatory credits that must be achieved from Group A	46
Minimum number of optional credits that must be achieved from Group B	14

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
34	J/601/6861	Inspect and monitor cultural heritage for conservation purposes	3	6	36
38	D/601/6817	Make and maintain conservation records for cultural heritage	2	5	35
50	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	3	5	30
51	R/601/6877	Protect cultural heritage through basic conservation measures	3	6	36
56	M/601/6854	Handle, clean and reposition cultural heritage objects	3	6	36
59	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	3	6	36
60	D/601/6901	Taking responsibility for work in a creative and cultural context	3	4	24
61	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24
76	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: L/601/6893	4	8	40

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
47	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36
48	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48
52	F/601/6907	Undertake routine conservation treatments for cultural heritage	3	12	72
53	D/601/6834	Apply preventive conservation measures for cultural heritage	3	12	72
54	J/601/6889	Set up and maintain conservation equipment	3	6	36
55	K/601/6867	Make copies or representations of items of heritage	3	6	36
58	R/601/6913	Work with volunteers in a creative and cultural context  Barred combination with unit: L/601/6893	3	4	24
62	L/601/6893	Supervise and support the work of others in creative and cultural contexts  Barred combination with units: R/601/6913 and L/601/6876	3	8	48
64	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	3	6	36

Centres should be aware that within the Level 3 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 3 Diploma in Cultural Heritage (Collections Management) (QCF)

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

Minimum number of credits that must be achieved	60
Number of mandatory credits that must be achieved from Group A	42
Minimum number of optional credits that must be achieved from Group B	18

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
46	D/601/6882	Provide information on a cultural heritage collection	3	6	36
49	H/601/6835	Apply procedures for the management of cultural heritage collections	3	6	36
59	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	3	6	36
60	D/601/6901	Taking responsibility for work in a creative and cultural context	3	4	24
61	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24
70	T/601/6841	Catalogue objects and collections	3	6	36
73	J/601/6844	Contribute to the care of cultural heritage objects	3	6	36
76	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
3	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: L/601/6893	4	8	40

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
47	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36
48	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48
50	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	3	5	30
58	R/601/6913	Work with volunteers in a creative and cultural context Barred combination with unit: L/601/6893	3	4	24
62	L/601/6893	Supervise and support the work of others in creative and cultural contexts Barred combination with units: R/601/6913 and L/601/6876	3	8	48
71	T/601/6869	Monitor the security and environment of cultural heritage objects	3	6	36
74	R/601/6880	Provide guided tours in a cultural venue	3	8	48

Centres should be aware that within the Level 3 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 3 Diploma in Cultural Heritage (Marketing and Fundraising) (QCF)

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

Minimum number of credits that must be achieved	60
Number of mandatory credits that must be achieved from Group A	18
Minimum number of optional credits that must be achieved from Group B	12
Minimum number of optional credits that must be achieved from Group C	22

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
59	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	3	6	36
60	D/601/6901	Taking responsibility for work in a creative and cultural context	3	4	24
61	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24
76	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
2	F/601/6843	Conduct marketing in a creative and cultural context Barred combination with unit: K/601/6903	3	6	36
66	K/601/6903	Undertake marketing activities in a creative and cultural context Barred combination with unit: F/601/6843	3	8	48
67	M/601/6885	Raise funds for a creative and cultural organisation	3	6	36
75	H/601/6897	Support the organisation of creative or cultural events or exhibitions	3	6	36

Unit	Unit reference number	Group C: Optional units	Level	Credit	Guided learning hours
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: L/601/6893	4	8	40
16	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40
21	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
29	H/601/6902	Represent a creative and cultural organisation	4	8	40
36	K/601/1622	Demonstrate understanding of customer service	3	6	40
57	A/601/6873	Promote and sell goods and services in a creative and cultural organisation	3	6	36
58	R/601/6913	Work with volunteers in a creative and cultural context  Barred combination with unit: L/601/6893	3	4	24
62	L/601/6893	Supervise and support the work of others in creative and cultural contexts  Barred combination with units: R/601/6913 and L/601/6876	3	8	48
74	R/601/6880	Provide guided tours in a cultural venue	3	8	48

Centres should be aware that within the Level 3 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 3 Diploma in Cultural Heritage (Photography) (QCF)

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

Minimum number of credits that must be achieved	60
Number of mandatory credits that must be achieved from Group A	42
Minimum number of optional credits that must be achieved from Group B	18

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
46	D/601/6882	Provide information on a cultural heritage collection	3	6	36
49	H/601/6835	Apply procedures for the management of cultural heritage collections	3	6	36
59	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	3	6	36
60	D/601/6901	Taking responsibility for work in a creative and cultural context	3	4	24
61	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24
70	T/601/6841	Catalogue objects and collections	3	6	36
73	J/601/6844	Contribute to the care of cultural heritage objects	3	6	36
76	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
3	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: L/601/6893	4	8	40

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
47	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36
48	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48
50	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	3	5	30
58	R/601/6913	Work with volunteers in a creative and cultural context Barred combination with unit: L/601/6893	3	4	24
62	L/601/6893	Supervise and support the work of others in creative and cultural contexts Barred combination with units: R/601/6913 and L/601/6876	3	8	48
71	T/601/6869	Monitor the security and environment of cultural heritage objects	3	6	36
74	R/601/6880	Provide guided tours in a cultural venue	3	8	48
78	M/600/9001	Undertake colour management procedures	3	6	50
79	T/506/3325	Undertake photography assignment of cultural heritage objects	3	5	40
80	A/506/3326	Maintain an image management system	3	7	50
81	F/506/3327	Source, manipulate and export images	3	5	30

Centres should be aware that within the Level 3 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 5 Diploma in Cultural Heritage (Operations) (QCF)

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

Minimum number of credits that must be achieved	75
Minimum number of credits that must be achieved at/above level	50
Number of mandatory credits that must be achieved from Group A	36
Minimum number of optional credits that must be achieved from Group B	39

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
18	D/601/6929	Evaluate and reduce risks in a creative and cultural context	5	10	40
19	R/601/6930	Maintain and develop your professional capability in the creative and cultural sector	5	8	32
20	D/601/6932	Manage a cultural heritage site	5	10	40
21	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
2	F/601/6843	Conduct marketing in a creative and cultural context	3	6	36
3	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50
5	T/601/6953	Develop and implement a fundraising strategy for a creative and cultural organisation	6	12	48
6	R/601/6958	Develop and implement audience development strategies in creative and cultural contexts	6	12	48
7	L/601/6960	Develop and implement compliance and social responsibility measures in a creative and cultural organisation	6	12	48
8	A/601/6923	Develop and implement learning and interpretation programmes in creative and cultural contexts	5	10	40

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
9	Y/601/6962	Develop and implement learning and interpretation strategies in creative and cultural contexts	6	15	60
10	D/601/6963	Develop and implement marketing and communications strategies in creative and cultural contexts	6	12	48
11	J/601/6925	Develop and maintain information systems for a creative and cultural organisation	5	10	40
12	L/601/6926	Develop options and strategies for conserving cultural heritage	5	10	40
13	R/601/6927	Develop partnerships in the creative and cultural sector	5	10	40
14	M/601/6966	Develop strategies for cultural heritage collections	6	20	80
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: A/601/6968	4	8	40
16	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40
17	Y/601/6928	Engage with the wider creative and cultural context	5	10	40
22	T/601/6936	Manage commercial activities for a creative and cultural organisation	5	10	40
23	H/601/6883	Manage the security of a cultural venue	4	40	8
24	F/601/6938	Manage the volunteer programme for a creative and cultural organisation	5	12	48
25	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context	4	10	50
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
27	A/601/6940	Professional ethics and judgement for cultural heritage conservation	5	10	40

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
28	A/601/6968	Provide leadership in the creative and cultural sector Barred combination with unit: L/601/6876	6	10	40
29	H/601/6902	Represent a creative and cultural organisation	4	8	40
30	F/601/6941	Research and provide information on a cultural heritage collection	5	10	40
31	J/601/6942	Research, document and catalogue cultural heritage collections	5	10	40
32	Y/601/6945	Set up and manage information management systems for cultural heritage collections	5	10	40
33	F/601/6972	Take measures to conserve cultural heritage	6	30	120

Centres should be aware that within the Level 5 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 6. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 5 Diploma in Cultural Heritage (Conservation) (QCF)

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

Minimum number of credits that must be achieved	75
Minimum number of credits that must be achieved at/above level	50
Number of mandatory credits that must be achieved from Group A	68
Minimum number of optional credits that must be achieved from Group B	7

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
1	M/601/6904	Assess the conservation needs of material cultural heritage	5	10	40
12	L/601/6926	Develop options and strategies for conserving cultural heritage	5	10	40
19	R/601/6930	Maintain and develop your professional capability in the creative and cultural sector	5	8	32
27	A/601/6940	Professional ethics and judgement for cultural heritage conservation	5	10	40
33	F/601/6972	Take measures to conserve cultural heritage	6	30	120
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
2	F/601/6843	Conduct marketing in a creative and cultural context	3	6	36
3	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50
4	M/601/6949	Develop and implement a business plan for a creative or cultural organisation	6	15	60
5	T/601/6953	Develop and implement a fundraising strategy for a creative and cultural organisation	6	12	48
6	R/601/6958	Develop and implement audience development strategies in creative and cultural contexts	6	12	48

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
7	L/601/6960	Develop and implement compliance and social responsibility measures in a creative and cultural organisation	6	12	48
8	A/601/6923	Develop and implement learning and interpretation programmes in creative and cultural contexts	5	10	40
9	Y/601/6962	Develop and implement learning and interpretation strategies in creative and cultural contexts	6	15	60
10	D/601/6963	Develop and implement marketing and communications strategies in creative and cultural contexts	6	12	48
11	J/601/6925	Develop and maintain information systems for a creative and cultural organisation	5	10	40
13	R/601/6927	Develop partnerships in the creative and cultural sector	5	10	40
14	M/601/6966	Develop strategies for cultural heritage collections	6	20	80
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: A/601/6968	4	8	40
16	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40
17	Y/601/6928	Engage with the wider creative and cultural context	5	10	40
18	D/601/6929	Evaluate and reduce risks in a creative and cultural context	5	10	40
20	D/601/6932	Manage a cultural heritage site	5	10	40
21	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40
22	T/601/6936	Manage commercial activities for a creative and cultural organisation	5	10	40
23	H/601/6883	Manage the security of a cultural venue	4	8	40

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
24	F/601/6938	Manage the volunteer programme for a creative and cultural organisation	5	12	48
25	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context	4	10	50
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
28	A/601/6968	Provide leadership in the creative and cultural sector Barred combination with unit: L/601/6876	6	10	40
29	H/601/6902	Represent a creative and cultural organisation	4	8	40
30	F/601/6941	Research and provide information on a cultural heritage collection	5	10	40
31	J/601/6942	Research, document and catalogue cultural heritage collections	5	10	40
32	Y/601/6945	Set up and manage information management systems for cultural heritage collections	5	10	40

Centres should be aware that within the Level 5 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 6. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 5 Diploma in Cultural Heritage (Collections Management) (QCF)

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

Minimum number of credits that must be achieved	75
Minimum number of credits that must be achieved at/above level	50
Number of mandatory credits that must be achieved from Group A	58
Minimum number of optional credits that must be achieved from Group B	17

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
14	M/601/6966	Develop strategies for cultural heritage collections	6	20	80
18	D/601/6929	Evaluate and reduce risks in a creative and cultural context	5	10	40
19	R/601/6930	Maintain and develop your professional capability in the creative and cultural sector	5	8	32
30	F/601/6941	Research and provide information on a cultural heritage collection	5	10	40
31	J/601/6942	Research, document and catalogue cultural heritage collections	5	10	40
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
1	M/601/6904	Assess the conservation needs of material cultural heritage	5	10	40
2	F/601/6843	Conduct marketing in a creative and cultural context	3	6	36
3	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50
4	M/601/6949	Develop and implement a business plan for a creative or cultural organisation	6	15	60
5	T/601/6953	Develop and implement a fundraising strategy for a creative and cultural organisation	6	12	48
6	R/601/6958	Develop and implement audience development strategies in creative and cultural contexts	6	12	48

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
7	L/601/6960	Develop and implement compliance and social responsibility measures in a creative and cultural organisation	6	12	48
8	A/601/6923	Develop and implement learning and interpretation programmes in creative and cultural contexts	5	10	40
9	Y/601/6962	Develop and implement learning and interpretation strategies in creative and cultural contexts	6	15	60
10	D/601/6963	Develop and implement marketing and communications strategies in creative and cultural contexts	6	12	48
11	J/601/6925	Develop and maintain information systems for a creative and cultural organisation	5	10	40
13	R/601/6927	Develop partnerships in the creative and cultural sector	5	10	40
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: A/601/6968	4	8	40
16	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40
17	Y/601/6928	Engage with the wider creative and cultural context	5	10	40
20	D/601/6932	Manage a cultural heritage site	5	10	40
21	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40
22	T/601/6936	Manage commercial activities for a creative and cultural organisation	5	10	40
23	H/601/6883	Manage the security of a cultural venue	4	8	40
24	F/601/6938	Manage the volunteer programme for a creative and cultural organisation	5	12	48
25	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context	4	10	50

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
27	A/601/6940	Professional ethics and judgement for cultural heritage conservation	5	10	40
28	A/601/6968	Provide leadership in the creative and cultural sector Barred combination with unit: L/601/6876	6	10	40
29	H/601/6902	Represent a creative and cultural organisation	4	8	40
32	Y/601/6945	Set up and manage information management systems for cultural heritage collections	5	10	40
33	F/601/6972	Take measures to conserve cultural heritage	6	30	120

Centres should be aware that within the Level 5 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 6. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 5 Diploma in Cultural Heritage (Learning and Interpretation) (QCF)

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

Minimum number of credits that must be achieved	75
Minimum number of credits that must be achieved at/above level	50
Number of mandatory credits that must be achieved from Group A	41
Minimum number of optional credits that must be achieved from Group B	34

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
8	A/601/6923	Develop and implement learning and interpretation programmes in creative and cultural contexts	5	10	40
9	Y/601/6962	Develop and implement learning and interpretation strategies in creative and cultural contexts	6	15	60
19	R/601/6930	Maintain and develop your professional capability in the creative and cultural sector	5	8	32
21	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
1	M/601/6904	Assess the conservation needs of material cultural heritage	5	10	40
2	F/601/6843	Conduct marketing in a creative and cultural context	3	6	36
3	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50
4	M/601/6949	Develop and implement a business plan for a creative or cultural organisation	6	15	60
5	T/601/6953	Develop and implement a fundraising strategy for a creative and cultural organisation	6	12	48

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
6	R/601/6958	Develop and implement audience development strategies in creative and cultural contexts	6	12	48
7	L/601/6960	Develop and implement compliance and social responsibility measures in a creative and cultural organisation	6	12	48
10	D/601/6963	Develop and implement marketing and communications strategies in creative and cultural contexts	6	12	48
11	J/601/6925	Develop and maintain information systems for a creative and cultural organisation	5	10	40
12	L/601/6926	Develop options and strategies for conserving cultural heritage	5	10	40
13	R/601/6927	Develop partnerships in the creative and cultural sector	5	10	40
14	M/601/6966	Develop strategies for cultural heritage collections	6	20	80
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: A/601/6968	4	8	40
16	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40
17	Y/601/6928	Engage with the wider creative and cultural context	5	10	40
18	D/601/6929	Evaluate and reduce risks in a creative and cultural context	5	10	40
20	D/601/6932	Manage a cultural heritage site	5	10	40
22	T/601/6936	Manage commercial activities for a creative and cultural organisation	5	10	40
23	H/601/6883	Manage the security of a cultural venue	4	8	40
24	F/601/6938	Manage the volunteer programme for a creative and cultural organisation	5	12	48

Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
25	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context	4	10	50
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
27	A/601/6940	Professional ethics and judgement for cultural heritage conservation	5	10	40
28	A/601/6968	Provide leadership in the creative and cultural sector Barred combination with unit: L/601/6876	6	10	40
29	H/601/6902	Represent a creative and cultural organisation	4	8	40
30	F/601/6941	Research and provide information on a cultural heritage collection	5	10	40
31	J/601/6942	Research, document and catalogue cultural heritage collections	5	10	40
32	Y/601/6945	Set up and manage information management systems for cultural heritage collections	5	10	40
33	F/601/6972	Take measures to conserve cultural heritage	6	30	120

Centres should be aware that within the Level 5 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 6. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## Pearson Edexcel Level 5 Diploma in Cultural Heritage (Marketing and Fundraising) (QCF)

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

Minimum number of credits that must be achieved	75
Minimum number of credits that must be achieved at/above level	50
Number of mandatory credits that must be achieved from Group A	24
Minimum number of optional credits that must be achieved from Group B	12
Minimum number of optional credits that must be achieved from Group C	27

Unit	Unit reference number	Group A: Mandatory units	Level	Credit	Guided learning hours
19	R/601/6930	Maintain and develop your professional capability in the creative and cultural sector	5	8	32
21	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40
29	H/601/6902	Represent a creative and cultural organisation	4	8	40
Unit	Unit reference number	Group B: Optional units	Level	Credit	Guided learning hours
5	T/601/6953	Develop and implement a fundraising strategy for a creative and cultural organisation	6	12	48
10	D/601/6963	Develop and implement marketing and communications strategies in creative and cultural contexts	6	12	48
Unit	Unit reference number	Group C: Optional units	Level	Credit	Guided learning hours
1	M/601/6904	Assess the conservation needs of material cultural heritage	5	10	40
2	F/601/6843	Conduct marketing in a creative and cultural context	3	6	36

Unit	Unit reference number	Group C: Optional units	Level	Credit	Guided learning hours
3	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50
4	M/601/6949	Develop and implement a business plan for a creative or cultural organisation	6	15	60
6	R/601/6958	Develop and implement audience development strategies in creative and cultural contexts	6	12	48
7	L/601/6960	Develop and implement compliance and social responsibility measures in a creative and cultural organisation	6	12	48
8	A/601/6923	Develop and implement learning and interpretation programmes in creative and cultural contexts	5	10	40
9	Y/601/6962	Develop and implement learning and interpretation strategies in creative and cultural contexts	6	15	60
11	J/601/6925	Develop and maintain information systems for a creative and cultural organisation	5	10	40
12	L/601/6926	Develop options and strategies for conserving cultural heritage	5	10	40
13	R/601/6927	Develop partnerships in the creative and cultural sector	5	10	40
14	M/601/6966	Develop strategies for cultural heritage collections	6	20	80
15	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation  Barred combination with unit: A/601/6968	4	8	40
16	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40
17	Y/601/6928	Engage with the wider creative and cultural context	5	10	40
18	D/601/6929	Evaluate and reduce risks in a creative and cultural context	5	10	40
20	D/601/6932	Manage a cultural heritage site	5	10	40

Unit	Unit reference number	Group C: Optional units	Level	Credit	Guided learning hours
22	T/601/6936	Manage commercial activities for a creative and cultural organisation	5	10	40
23	H/601/6883	Manage the security of a cultural venue	4	8	40
24	F/601/6938	Manage the volunteer programme for a creative and cultural organisation	5	12	48
25	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context	4	10	50
26	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30
27	A/601/6940	Professional ethics and judgement for cultural heritage conservation	5	10	40
28	A/601/6968	Provide leadership in the creative and cultural sector Barred combination with unit: L/601/6876	6	10	40
30	F/601/6941	Research and provide information on a cultural heritage collection	5	10	40
31	J/601/6942	Research, document and catalogue cultural heritage collections	5	10	40
32	Y/601/6945	Set up and manage information management systems for cultural heritage collections	5	10	40
33	F/601/6972	Take measures to conserve cultural heritage	6	30	120

Centres should be aware that within the Level 5 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 6. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

## 4 Assessment

These qualifications are 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 requirements/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 and Process* available on the Edexcel website.
- a **combination** of these.

## Assessment requirements/strategy

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The assessment requirements/strategy for these qualifications has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualifications to ensure that they remain valid and reliable. It has been developed by Creative & Cultural Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## 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 Creative & Cultural Skills assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for these qualifications 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.

## Assessment of knowledge

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These qualifications consist of the following knowledge-based unit:

- M/501/3961 Identity and cultural diversity

This unit must be assessed in line with the Creative & Cultural Skills assessment strategy/requirements. Any specific assessment requirements for this unit are stated in the unit introduction for the unit in *Section 11*.

Other units within these qualifications include knowledge-based learning outcomes and assessment criteria. The evidence provided to meet these learning outcomes and assessment criteria must be in line with Creative & Cultural Skills assessment strategy/requirements. Any specific assessment requirements are stated in the unit introduction for the units in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion in these units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based units and learning outcomes.

## 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 qualifications.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualifications. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, 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 requirements/strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualifications.
- Centres must deliver the qualifications 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*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

## 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.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations Policy for Edexcel Vocational Qualifications*.

This document is 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: Assess the conservation needs of material cultural heritage**

**Unit reference number: M/601/6904**

**QCF level: 5**

**Credit value: 10**

**Guided learning hours: 40**

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## **Unit aim**

This unit is about assessing the conservation needs of cultural heritage. Learners will be required to identify and report on potential threats to the heritage from environmental conditions. This can be applied to a single object, a collection of more than one object, a series of collections, or a building or other structure.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 the significance and context of the heritage to be assessed	1.1	Identify and evaluate how the heritage is used or displayed currently and if relevant how this may change in the future				
		1.2	Identify any personal, cultural, historic, spiritual, symbolic or financial significance that the heritage has				
		1.3	Identify and evaluate any risks to the heritage or its environment posed by undertaking the evaluation				
2	Be able to evaluate the physical nature and condition of the heritage	2.1	Evaluate the material properties and typical degradation patterns of the type of heritage being examined				
		2.2	Evaluate the item using appropriate methods and without compromising the integrity of the heritage				
		2.3	Implement an appropriate level of evaluation, if necessary using detailed levels of analysis and where necessary seeking and interpreting expert analysis or opinion				
3	Be able to assess the impact of the environment and potential changes on the heritage	3.1	Identify the threats that may be posed to the heritage by relevant environmental conditions				
		3.2	Evaluate the impact using appropriate methods and without compromising the integrity of the heritage				
		3.3	Identify and recommend any ongoing monitoring that is needed as part of the assessment				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to formulate and report the findings of the assessment	4.1	Summarise the results of the assessment, including the implications of taking no further action				
		4.2	Analyse and explain the results of the assessment, including the implications of taking no further action				
		4.3	Apply suitable formats for the presentation of information				

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

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

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

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

## **Unit 2: Conduct marketing in a creative and cultural context**

**Unit reference number: F/601/6843**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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### **Unit aim**

This unit is about preparing for, conducting and reviewing marketing activities in a creative and cultural organisation. It could include, for instance, preparing and distributing press releases, creating advertisements, co-ordinating mailings, using web-based marketing, or organising promotional events.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 66: K/601/6903 Undertake marketing activities in a creative and cultural context.**

## 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 a marketing plan	1.1	Define the aim of the marketing activities, referring to the marketing and communications strategy if required				
		1.2	Define the target audience for marketing activities				
		1.3	Set achievable, measurable objectives for marketing activities and identify the factors that will indicate success				
		1.4	Prepare and cost a plan identifying what marketing activities will happen when				
		1.5	Ensure the marketing plan conforms with relevant legislation, guidelines, codes of conduct and organisational policies				
2	Be able to conduct marketing communications	2.1	Identify and secure the support of people and organisations who need to be involved in marketing communications				
		2.2	Manage the production of copy and materials, ensuring they are distributed via the relevant media				
		2.3	Ensure all marketing copy and materials are accurate and conform to the organisation's approved style				
		2.4	Ensure the content and design of materials are appropriate for the intended audiences				
		2.5	Ensure that copy and materials are delivered according to agreed production schedules				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to review marketing activities	3.1	Implement a strategy for collecting data to evaluate the effectiveness of marketing activities				
		3.2	Use any opportunities that arise during marketing activities to collect data relevant to measuring success				
		3.3	Analyse collected data and use it to evaluate the success of marketing activities				
		3.4	Use the results of the evaluation to modify activities where required and to inform future marketing activity				

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

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

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

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

## **Unit 3: Design exhibitions and displays for cultural heritage**

**Unit reference number: F/601/6874**

**QCF level: 4**

**Credit value: 10**

**Guided learning hours: 50**

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### **Unit aim**

This unit is about developing exhibitions or displays (which may be permanent or temporary) for cultural heritage.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 design an exhibition or display	1.1	Identify the budget and resources available for the exhibition or display				
		1.2	Agree the purpose of the exhibition or display, the items to be displayed, and the space to be used				
		1.3	Identify and take into account any requirements for visitors with special access needs				
		1.4	Develop potential designs for the exhibition or display				
		1.5	Create visual representations or mock-ups to convey designs				
		1.6	Agree a preferred design with the relevant people				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to plan and monitor the construction of an exhibition or display	2.1	Create and agree a project plan for the exhibition or display specifying timescales and resources		
	2.2	Carry out a risk assessment for the installation and operation of the exhibition or display		
	2.3	Create and agree a brief or set of instructions for finalising and installing the exhibition or display, drawing on specialist expertise if necessary		
	2.4	Monitor the build or installation of the exhibition or display to ensure it corresponds with the design		
	2.5	Monitor expenditure or resource use to ensure the project stays within budget		
	2.6	Ensure that health and safety regulations are met		
3 Be able to oversee and evaluate an exhibition or display	3.1	Minimise any disruption caused by the exhibition or display		
	3.2	Ensure that the use of the exhibition or display meets health and safety regulations		
	3.3	Evaluate the success of the exhibition or display design, including through feedback from visitors		

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

## **Unit 4: Develop and implement a business plan for a creative or cultural organisation**

**Unit reference number: M/601/6949**

**QCF level: 6**

**Credit value: 15**

**Guided learning hours: 60**

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### **Unit aim**

This unit is about developing and implementing a business plan for a cultural heritage organisation or operation. This includes communicating and building support for the plan, monitoring its implementation and evaluating its success.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 and communicate the organisation's vision and mission	1.1	Develop a statement of what the organisation aspires to achieve				
		1.2	Identify and the organisation's purpose and its key objectives				
		1.3	Implement activities which involve appropriate colleagues and stakeholders in the development of the organisation's vision and mission				
	1.4	Develop a communications plan which presents the vision and mission to the organisation's staff and stakeholders					
	1.5	Evaluate the vision and mission to assess its appropriateness for the organisation's operating environment					
2	Be able to evaluate the organisation's current position	2.1	Evaluate the organisation's current position in terms of activities, finances, funding or sales, communications and marketing, operations, and resourcing and staffing				
		2.2	Assess the organisation's current market position against competitor or comparator organisations				
		2.3	Identify and research current and target audiences, customers or clients, and partners				
		2.4	Implement a SWOT (strengths, weaknesses, opportunities and threats) analysis in relation to potential strategies for achieving the organisation's objectives				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to develop and communicate a business plan	3.1	Analyse intelligence on the organisation's position and market to develop and agree strategies for achieving its objectives				
		3.2	Develop objectives and plans for each of the organisation's functional areas (e.g. operations, finance, sales or fundraising, marketing and communications, and resourcing) to achieve the strategic objectives				
		3.3	Identify the resources and finance needed to realise the organisation's plans				
		3.4	Develop contingencies for external changes that may impact on the organisation's plans				
		3.5	Implement activities which communicate the business plan or relevant parts of it to others in the organisation as appropriate to their roles				
4	Be able to monitor and review the business plan	4.1	Evaluate progress against the business plan and make interventions where appropriate to ensure objectives are achieved				
		4.2	Review the business plan in the light of changes in organisational objectives and in the operating environment				
		4.3	Evaluate the success of the business plan in enabling the organisation's vision to be achieved				

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## 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 research funding opportunities and the funding environment	1.1	Implement research of past, current and prospective funders and what and how they have funded				
		1.2	Develop a database of funding sources and opportunities				
		1.3	Analyse and evaluate past funding activities				
		1.4	Implement research of organisational and external events, factors and changes that may affect future funding and analyse their potential implications for fundraising activity				
		1.5	Identify any areas where it would be beneficial to consult or co-ordinate with external organisations or people on fundraising activities				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to develop a fundraising strategy and implementation plan	2.1	Define fundraising objectives including what is to be funded and the amount of money needed		
	2.2	Assess potential fundraising strategies and their strengths and weaknesses in current and anticipated future environments		
	2.3	Develop a strategy that is most suited to meeting fundraising objectives		
	2.4	Implement activity that ensures that fundraising activities are consistent with the organisation's branding or image and marketing and communications strategies		
	2.5	Develop a budgeted plan for fundraising activities, setting out clear targets, actions, accountabilities and timescales		
	2.6	Co-ordinate the plan with colleagues so that it avoids conflicting with priorities and plans in other parts of the organisation		
3 Be able to monitor and review implementation of the strategy	3.1	Implement activities that ensure systems are in place to monitor the flow of funds and resources		
	3.2	Implement activity to monitor and review fundraising activities against targets and budgets, taking action to modify activities where necessary		
	3.3	Implement activity to monitor the funding environment for changes and modify the fundraising strategy to accommodate them		
	3.4	Review the fundraising strategy and plan and their implementation, using the learning gained to improve practices and contribute to the development of fundraising staff		

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## 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 scope an audience development strategy	1.1	Review past and current audience development strategies		
	1.2	Review current thinking in the sector and research and assess strategies used by comparator organisations		
	1.3	Identify current and potential audiences and assess their needs		
	1.4	Identify any gaps in information about current and potential audiences, carrying out or commissioning research as needed		
	1.5	Identify the organisational objectives in engaging different audiences		
2 Be able to develop and agree an audience development strategy	2.1	Define the purpose and major objectives for the strategy, working with others as appropriate		
	2.2	Develop research which identifies how new audience experiences can be incorporated through different strategies		
	2.3	Assess potential strategies in terms of their benefits to different audiences and ability to meet organisational objectives and policies		
	2.4	Assess physical, intellectual and economic obstacles and opportunities relevant to different options for meeting audience needs		
	2.5	Assess implications of the current and potential resources available to implement the strategy		
	2.6	Develop a suitable audience development strategy and agree it with the relevant people from across the organisation		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to implement an audience development strategy	3.1	Develop agreements for the programme and timescales for implementing the strategy with the relevant people				
		3.2	Identify how programmes interact with other activities in the organisation, ensuring activities are co-ordinated				
		3.3	Implement work with the relevant people to market, promote and deliver the agreed programmes				
		3.4	Implement activity to monitor the implementation of the strategy and make adjustments to activities as appropriate				
4	Be able to review and evaluate audience development strategy	4.1	Implement activity to ensure audiences have adequate opportunities to provide feedback on programmes				
		4.2	Implement activity to monitor how well individual activities and programmes are meeting their objectives and contributing to the overall strategy				
		4.3	Evaluate the overall effectiveness of the strategy and its effect on the organisation and its resources				
		4.4	Identify any modifications to the strategy that would improve its future effectiveness				

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## 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 implications of legal and regulatory requirements and environmental, ethical and social expectations relevant to the organisation	1.1	Identify legal and regulatory requirements and ethical, environmental and social expectations relevant to the organisation				
		1.2	Develop research and keep up-to-date with requirements and expectations relevant to the organisation				
		1.3	Evaluate the implications of the relevant requirements and regulations for the organisation				
		1.4	Implement activity to review current policies and practices and identify areas where the organisation might fail to meet emerging requirements and expectations				
		1.5	Identify risks to the organisation if it fails to meet the relevant requirements and expectations				
		1.6	Identify any need for, and where required obtain, legal or other specialist advice				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to develop and implement compliance and social responsibility policies and procedures	2.1	Develop and maintain effective policies and procedures to ensure that the organisation is compliant with all relevant legislation and regulations				
		2.2	Implement activity to ensure that measures are in place to protect or insure against risks from failing to meet relevant requirements or expectations				
		2.3	Implement activity to ensure that policies and procedures are approved and signed off by the relevant people in the organisation				
		2.4	Develop a plan to communicate details of the policies and procedures to all relevant people in the organisation				
		2.5	Implement activity to monitor how policies and procedures are put into place and make recommendations for improvements				
3	Be able to support governance and decision-making to ensure that it meets compliance and social responsibility requirement	3.1	Provide information, advice and guidance to support governance and decision-making in line with compliance and social responsibility policies and procedures				
		3.2	Implement activity to ensure that there is a forum for discussing and exploring governance issues in a timely and effective manner				
		3.3	Develop a record and communicate governance decisions within the organisation and as required for statutory purposes				
		3.4	Review and if necessary revise compliance and responsibility policies at annual intervals or more frequently if required				

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## 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 purpose and objectives for a learning and interpretive programme	1.1	Explain the overall purpose of the learning and interpretation programme in line with any overall organisational strategy				
		1.2	Identify relevant target audiences and their needs				
		1.3	Research and review comparator programmes to inform the development of the programme				
		1.4	Agree the objectives of the overall learning or interpretation programme				
		1.5	Agree the overall budget for implementing the programme				
2	Be able to develop a learning and interpretive programme	2.1	Develop the programme ensuring that it meets the identified objectives and audience needs				
		2.2	Identify the materials, resources and external assistance needed to implement the programme				
		2.3	Perform a risk assessment for key elements of the programme and develop a contingency plan for any unexpected circumstances				
		2.4	Ensure any necessary licensing, insurance and contracts are in place				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to implement a learning or interpretive programme	3.1	Define requirements and parameters for individual events and activities taking place within the programme				
		3.2	Communicate clearly with others involved in implementing the programme				
		3.3	Clarify that suitable promotional and informative materials are made available through media appropriate to the intended audience				
		3.4	Clarify that events have been designed and communications conducted in a way that is appropriate to audience needs				
		3.5	Implement relevant health, safety and security procedures in relation to any objects and resources used in the programme				
4	Be able to evaluate a learning and interpretive programme	4.1	Implement appropriate methods to evaluate individual events within the programme				
		4.2	Determine how well events are meeting their objectives and contributing to those of the overall programme				
		4.3	Evaluate the programme in relation to its success in meeting the needs of the relevant audiences and the organisation				
		4.4	Review and revise the programme to improve its future effectiveness				

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## 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 scope a learning and interpretation strategy	1.1	Evaluate the effectiveness and appropriateness of past and current learning and interpretation strategies				
		1.2	Develop a plan to research and assess strategies used by comparator organisations				
		1.3	Identify the relevant target audiences and investigate their needs				
		1.4	Identify the organisational objectives that the strategy needs to contribute to				
		1.5	Identify current and potential resources available for developing and implementing the strategy				
2	Be able to develop and agree a learning and interpretation strategy	2.1	Determine the purpose, major themes and objectives for the strategy, working with others as appropriate				
		2.2	Draw conclusions based on an exploration of potential options for the strategy, developing innovative approaches where relevant				
		2.3	Assess the risks and benefits of different options in terms of meeting organisational objectives and audience needs				
		2.4	Assess physical, intellectual and economic obstacles and opportunities relevant to the different options				
		2.5	Develop and agree a suitable learning and interpretation strategy and communicate it to all relevant people				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to implement a learning and interpretation strategy	3.1	Develop an implementation plan for the strategy, identifying programmes of activity, resource requirements, timescales and evaluation strategies				
		3.2	Develop the plan to ensure it takes account of and encourages creative approaches to interpretation				
		3.3	Identify how programmes interact with other activities in the organisation, and ensure activities are coordinated				
		3.4	Identify responsibilities for implementing the different parts of the strategy and delegate or commission the relevant activities, ensuring the relevant people are fully briefed				
		3.5	Implement activity to monitor the implementation of the strategy and make adjustments to activities as appropriate				
4	Be able to review and evaluate learning and interpretation strategy	4.1	Implement activity to ensure audiences have adequate opportunities to provide feedback on learning and interpretive activities				
		4.2	Implement activity to monitor how well individual activities and programmes are meeting their objectives and contributing to the overall strategy				
		4.3	Draw conclusions based on an evaluation of the overall effectiveness of the strategy and its effect on the organisation and its resources				
		4.4	Identify any modifications to the strategy that would improve its future effectiveness				

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## 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 research and assess the organisation's market	1.1	Identify the organisation's vision and objectives and assess their implications for marketing and communications				
		1.2	Identify unique selling propositions that the organisation can offer to the market				
		1.3	Implement research to identify existing and emerging trends in the sector and assess their relevance to the organisation				
		1.4	Identify the activities of competitor and comparator organisations and assess their strengths and weaknesses				
		1.5	Identify current and target markets and subgroups within them, identifying the services or products that are of value to them				
		1.6	Scope and delegate or commission customer or audience research where needed to inform decision-making				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to develop and implement a marketing and communications strategy	2.1	Define the objectives to be met by the marketing and communications strategy				
		2.2	Define key messages about the organisation's services or products to suit each target market				
		2.3	Identify marketing methods that are appropriate to each target market and to the messages to be conveyed				
		2.4	Identify potential marketing and communications strategies, assess their strengths and weaknesses in relation to the target markets, and develop an overall strategy to meet the identified objectives				
		2.5	Develop plans to implement the strategy, identifying and working within the available resources				
		2.6	Implement activities to ensure the strategy is supported as appropriate by a suitable sales and advertising plan, public relations strategy, programme of events and web site or other promotional media				
		2.7	Implement activities to ensure the marketing and communications strategy is included in the organisation's overall strategic or business plan				
3	Be able to review and evaluate the strategy	3.1	Implement activities to monitor and evaluate the impact and cost-effectiveness of the marketing and communications strategy				
		3.2	Review and revise the marketing and communications strategy in response to evaluation				

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# **Unit 11:                      Develop and maintain information systems for a creative and cultural organisation**

**Unit reference number:    J/601/6925**

**QCF level:                      5**

**Credit value:                10**

**Guided learning hours:    40**

## **Unit aim**

This unit is about developing and maintaining systems to store and manage the organisation's information. It is about understanding the types of information that need to be stored and the access to that information that is required by different users. You will need to develop the information system to ensure that it is maximised to meet the needs of all users while maintaining appropriate levels of security.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 review current information systems and policies	1.1	Distinguish the data that needs to be recorded and made available and how it is currently being stored and accessed				
		1.2	Evaluate the effectiveness of the organisation's policies for data storage, handling and security				
		1.3	Evaluate whether the information systems and procedures are suitable for what is being documented				
		1.4	Making recommendations for improvement				
		1.5	Seek specialist advice on alternative systems and methods of working if necessary				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to develop and implement information systems	2.1 Develop or modify data storage, handling and security policies as necessary			
	2.2 Clarify the system's capacity for handling the volume and format of data needed			
	2.3 Specify the categories of user who should have access to the system and the level of access appropriate for each			
	2.4 Clarify the data outputs needed and ensure they are readily obtainable			
	2.5 Develop guidelines and procedures for accessing and amending data			
	2.6 Ensure that the security and where relevant confidentiality of data are maintained			
	2.7 Develop procedures to ensure that the information remains clean and up to date			
3 Be able to evaluate the working and use of information systems	3.1 Analyse how the system interacts and works with other computerised or manual systems in the organisation			
	3.2 Identify opportunities for integration and data-sharing			
	3.3 Review the effectiveness of the system in producing the information required by users			
	3.4 Implement and review improvements to the information system			
	3.5 Evaluate the use of the data storage system and its associated procedures			

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## 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 and evaluate conservation options	1.1	Evaluate a range of potential conservation options based on adequate assessment and research				
		1.2	Distinguish where options require novel or adapted conservation measures to be applied				
		1.3	Evaluate what will be needed to develop and implement (or commission) the conservation measures required by the relevant options				
		1.4	Carry out a risk and benefit analysis of each potential option				
		1.5	Evaluate the implications of each potential option for future use, access and conservation of the heritage				
2	Be able to develop advice, recommendations or policy relating to conservation options	2.1	Evaluate the resource implications of different options, and where relevant potential sources of resourcing or funding				
		2.2	Identify and evaluate the implications of any legislation, official guidance or organisational policy relevant to the different options				
		2.3	Draw conclusions and communicate your recommendations and decisions clearly and concisely				
3	Be able to develop or negotiate a preferred conservation option	3.1	Negotiate and agree a preferred option with the relevant organisation(s) or person(s)				
		3.2	Record the agreed actions in an appropriate format				

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## 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 opportunities for forming partnerships	1.1	Identify opportunities for, and evaluate the benefits of, working with other organisations and individuals				
		1.2	Research the objectives of potential partner organisations and individuals				
2	Be able to agree partnerships with other organisations or individuals	2.1	Communicate and agree the intentions and expectations of the partnership				
		2.2	Negotiate and agree the responsibilities and roles of each partner				
		2.3	Explain mutually beneficial objectives for the partnership				
		2.4	Evaluate the type and level of formality of partnership needed				
3	Be able to monitor and review partnership working	3.1	Carry out responsibilities and actions as agreed				
		3.2	Review and evaluate the effectiveness of the partnership in meeting its objectives				
		3.3	Seek feedback from partners to inform the development of current and future partnerships				

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## 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 review and scope collections development strategies	1.1	Review and evaluate existing or previous collections strategies and use the results to inform current thinking				
		1.2	Draw conclusions regarding strategies for the collection based on the views of colleagues				
		1.3	Assess the purpose of the collection and the vision and objectives that the organisation has for it				
		1.4	Assess the scope, significance, strengths and weaknesses of the collection				
		1.5	Assess the collection's current and planned use and its relationship to the organisation's objectives				
		1.6	Identify potential future developments and resource implications affecting the organisation and assess their implications for the collection				
		1.7	Scope a development strategy for the collection				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to develop acquisitions and disposals policies and procedures	2.1	Explain the aims for developing the collection, including any ethical considerations to be taken into account		
	2.2	Investigate and assess the options for the development of the collection		
	2.3	Assess the potential effect of acquisitions and disposals on the collection		
	2.4	Evaluate any current acquisitions and disposals policies and criteria for the collection, comparing them with those used in other organisations		
	2.5	Identify the resources available for acquisitions and establish priorities for the collection		
	2.6	Establish procedures for monitoring acquisitions and disposals and the effectiveness of the associated policies		
	2.7	Develop a plan to communicate policies, procedures and guidelines for acquisitions and disposals to the relevant people		
3 Be able to develop loans policies and procedures	3.1	Review any existing loans policy for the collection, comparing it with similar policies in comparable organisations		
	3.2	Assess the resource implications and effect on the organisation of lending and borrowing items		
	3.3	Develop a loans policy for the collection that includes criteria for lending and borrowing		
	3.4	Establish and communicate standards of care for items loaned to borrowers		
	3.5	Establish procedures for monitoring and reviewing the loans policy		

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# Unit 15: Develop, lead and motivate others in a creative and cultural organisation

**Unit reference number:** L/601/6876

**QCF level:** 4

**Credit value:** 8

**Guided learning hours:** 40

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## Unit aim

This unit is designed for people who lead work groups in a creative and cultural context. It concerns ensuring that the team's objectives are contributing appropriately to those of the organisation, allocating work effectively and leading, motivating and supporting the development of others.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 62: L/601/6893 Supervise and support the work of others in creative and cultural contexts and unit 28: A/601/6968 Provide leadership in the creative and cultural sector.**

## 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 work objectives and plans	1.1 Evaluate the organisation's objectives and how the team's objectives contribute to them			
	1.2 Develop plans for achieving the team's objectives			
	1.3 Explain work plans to team members in sufficient detail and at a level and pace appropriate to them			
	1.4 Clarify the work to be done with each person within the team			
	1.5 Demonstrate the support of team members for work plans and objectives			
	1.6 Allocate work in a way that takes account of team members' work roles, capacities, abilities and strengths			
2 Be able to lead and develop others	2.1 Review and revise plans regularly taking account of team, individual and external changes			
	2.2 Demonstrate a trusting and open environment within the team that encourages peer support and open communication			
	2.3 Demonstrate that activities provide appropriate development opportunities for individuals			
	2.4 Agree objectives and action plans for others' development			
	2.5 Provide constructive suggestions and encouragement to others for improving their work			
	2.6 Demonstrate they treat others with courtesy and respect their diversity			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to review others' work and provide feedback	3.1	Provide opportunities for team members to evaluate their own work				
		3.2	Review and evaluate work at points where it is most likely to maintain and improve performance				
		3.3	Base assessments on valid criteria and clear evidence, ensuring team members are aware of the process and criteria used				
		3.4	Explain and follow any formal processes for reviews or appraisals that are used by the organisation				
		3.5	Enable team members to respond to feedback and recommend how they could improve their work				
		3.6	Ensure the confidentiality of all feedback to individuals and teams				

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## **Unit 16: Engage with communities on behalf of a creative and cultural organisation**

**Unit reference number:** Y/601/6878

**QCF level:** 4

**Credit value:** 8

**Guided learning hours:** 40

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### **Unit aim**

This unit is about engaging with existing and additional communities relevant to a creative and cultural organisation's purpose and objectives.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 a plan for working with the organisation's communities	1.1	Identify existing and new communities to work with that are relevant to the organisation's purpose and objectives				
		1.2	Attend relevant events to engage with identified communities and define their interests and needs				
		1.3	Describe activities used previously to engage with communities and evaluate their success				
		1.4	Develop a plan for working with target communities, basing it on understanding of the communities and the input of relevant colleagues				
2	Be able to engage with the organisation's communities	2.1	Identify finance and resources for community engagement activities				
		2.2	Take appropriate action to develop programmes, events and activities to appeal to identified communities				
		2.3	Market and promote activities as needed, using methods appropriate to the target communities				
		2.4	Provide practical opportunities for communities to improve their understanding of the organisation and its work				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to review and improve community engagement practice	3.1	Develop contacts and networks to share practice in community engagement			
		3.2	Reflect on and share practice with others			
		3.3	Evaluate the effectiveness of the community engagement programme			
		3.4	Work with communities and relevant colleagues to identify new needs and engagement activities			

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# **Unit 17:** Engage with the wider creative and cultural context

**Unit reference number:** Y/601/6928

**QCF level:** 5

**Credit value:** 10

**Guided learning hours:** 40

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## **Unit aim**

This unit is about engaging with the wider creative and cultural sector (or the relevant part of it) in order to understand wider issues, enhance professional development, and create benefits for the organisation or business and the sector through exchanging knowledge and experience.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand the key characteristics of the sector and how their organisation fits within it	1.1	Explain the main trends, issues and challenges relating to the sector in which s/he works				
		1.2	Explain key organisations and individuals who influence the sector				
		1.3	Evaluate their organisation's role and contribution in relation to the sector				
2	Be able to use professional networking opportunities to exchange information and ideas	2.1	Gather and pass on relevant knowledge through the utilisation of membership organisations, specialist groups and other networks				
		2.2	Develop their knowledge about the sector through the use of opportunities provided by organisations, groups and networks				
		2.3	Gain intelligence, develop ideas and contribute knowledge to the sector through the use of conferences, seminars and discussion groups				
		2.4	Develop networks and professional contacts to exchange information, support and resources				
		2.5	Maintain the confidentiality of personal, commercial and other sensitive information				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to improve practices through engaging with the sector	3.1	Identify opportunities to improve working practices based on wider sector experience			
		3.2	Evaluate organisational activities and policy in relation to trends and issues in the sector			
		3.3	Identify where organisational practices might contribute to the wider sector and, where these do not prejudice confidentiality or commercial interests, communicate them through appropriate channels			

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

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(if sampled)

# **Unit 18: Evaluate and reduce risks in a creative and cultural context**

**Unit reference number: D/601/6929**

**QCF level: 5**

**Credit value: 10**

**Guided learning hours: 40**

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## **Unit aim**

This unit concerns reducing risk in a creative and cultural context through adopting appropriate risk control measures. In addition to health and safety risks, it can be applied to risks to the integrity and security of items and resources, data risks, and risks to intellectual property.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 and evaluate hazards	1.1	Identify and evaluate hazards that may affect the health and safety of workers and visitors in creative and cultural environments				
		1.2	Evaluate hazards that may affect items, resources and data in creative and cultural environments				
		1.3	Evaluate potential hazards posed by new workplaces, locations, processes, equipment or activities				
		1.4	Develop a record of information about hazards using relevant formats				
2	Be able to assess risks	2.1	Apply suitable methods to determine and analyse risks				
		2.2	Apply appropriate techniques to assess the exposure of people, resources and data to risks				
		2.3	Assess risks to the health and safety of workers and visitors in creative and cultural environments				
		2.4	Assess risks to items, resources and data in creative and cultural environments				
		2.5	Judge and make recommendations regarding the appropriate levels of acceptable risk				
		2.6	Develop a record of risks using relevant formats				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to determine and implement risk control measures and safe systems of work	3.1	Evaluate risk control measures and current systems of work in creative and cultural environments				
		3.2	Identify any additional risk control measures that may be needed				
		3.3	Assess the resource implications and cost-effectiveness of proposed risk control measures				
		3.4	Draw conclusions regarding control measures that can be used in consultation with other people, including health and safety or risk experts as necessary				
		3.5	Assess the degree to which risk control measures meet statutory requirements				
		3.6	Implement checks which ensure that all relevant people are competent to implement the agreed risk control measures				
		3.7	Develop appropriate records of risk control measures				

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
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*(if sampled)*

# **Unit 19: Maintain and develop your professional capability in the creative and cultural sector**

**Unit reference number: R/601/6930**

**QCF level: 5**

**Credit value: 8**

**Guided learning hours: 32**

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## **Unit aim**

This unit is about maintaining and enhancing professional capability through planning and undertaking relevant development. It is applicable to anyone in a professional, managerial or similar role in the sector.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand how to identify areas for development	1.1	Describe their career or business and personal aspirations and goals				
		1.2	Identify any expected changes and opportunities in his or her work context and assess the implications in terms of the level and type of capability required				
		1.3	Identify their current skills, knowledge and abilities and analyse them in the light of aspirations, objectives and expected changes				
		1.4	Identify and prioritise objectives for their own learning and development				
2	Be able to plan development activities	2.1	Analyse potential development opportunities				
		2.2	Evaluate development opportunities for relevance, cost-effectiveness, and ability to meet identified objectives				
		2.3	Evaluate any organisational constraints or guidelines that influence development activities				
		2.4	Evaluate any relevant requirements or guidelines from professional or similar bodies				
		2.5	Develop a personal professional development plan that outlines learning and development objectives, the associated activities and resources needed, and timescales for completion				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to implement relevant learning and development	3.1	Classify and make use of relevant development opportunities			
		3.2	Develop plans for appropriate development opportunities within and outside the workplace			
		3.3	Implement learning opportunities which take advantage of work activities and projects			
		3.4	Implement activities to gain feedback from appropriate colleagues			
4	Know how to review learning and development activity	4.1	Evaluate their own learning in relation to identified needs and evolving circumstances			
		4.2	Evaluate the effectiveness of their own development in maintaining professional capability and meeting identified goals			

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(if sampled)

## **Unit 20: Manage a cultural heritage site**

**Unit reference number: D/601/6932**

**QCF level: 5**

**Credit value: 10**

**Guided learning hours: 40**

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### **Unit aim**

This unit is about managing a cultural heritage site including planning and strategic management as well as the day-to-day operations of the site. This may include work in areas such as visitor services, operations, events and security to support the smooth running of the organisation and to maintain the premises in a safe and appropriate way.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Identify the site's use and assess priorities for its management	1.1	Identify the current use, management and operation of the site				
		1.2	Assess the experiences of site users and how they can be improved				
		1.3	Explore the best use of space in negotiation with potential users within the organisation				
		1.4	Negotiate priorities for the use of the site in line with the organisation's objective				
		1.5	Identify and recommend or commission any improvements or renovation that may be required or desirable				
2	Plan the management of the site	2.1	Plan to ensure optimum use of space to support the organisation's services and operations				
		2.2	Plan appropriate use of budgets and resources to support the management of the site				
		2.3	Ensure policies and procedures are in place to meet health and safety, environmental, disability and other relevant legislative requirements				
		2.4	Ensure all risk assessments are carried out according to legal requirement				
		2.5	Identify and accommodate any management implications for construction or renovation work on the site				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Carry out ongoing management of the site	3.1	Ensure staff are fully briefed on policies, procedures and operational matters relating to the site and are able to contribute effectively to safeguarding and running the site			
		3.2	Ensure site operations, safety and visitor services meet agreed requirements			
		3.3	Ensure that security provision is at a level appropriate to identified risks			
		3.4	Take appropriate steps to accommodate and support construction or renovation work taking place on the site			

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(if sampled)

# **Unit 21: Manage budgets in a creative and cultural organisation**

**Unit reference number: Y/601/6881**

**QCF level: 4**

**Credit value: 8**

**Guided learning hours: 40**

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## **Unit aim**

This unit is about identifying the financial resources you need as well as preparing, negotiating, agreeing and monitoring budgets against actual income and expenditure. In the cultural heritage sector budgets can be constrained, making managing and monitoring the budget particularly important. The unit can be applied to a whole organisation or to a department, discrete area of work or project.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 and agree a budget	1.1	Identify the financial resources required to meet the objectives of an organisation, area of work, service or project				
		1.2	Apply techniques to obtain accurate estimates of amounts, quantities and costs				
		1.3	Apply techniques to make or obtain reliable estimates of income				
		1.4	Develop a contingency estimate to cover unexpected expenses				
		1.5	Develop a budgeted income and expenditure account for the organisation, area of work, service or project				
		1.6	Apply techniques to negotiate and agree the budget with others as required				
2	Know how to monitor and report on financial activity	2.1	Describe how to maintain accurate and up-to-date records of income and expenditure and compare them with expected figures				
		2.2	Demonstrate how to produce accurate and timely financial reports in required formats				
		2.3	Demonstrate how to report financial performance to and agreed by the relevant people, including external funders if appropriate				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage the budget within relevant frameworks for financial governance	3.1	Describe how to authorise expenditure against budget, obtaining approval from others if necessary			
		3.2	Identify any discrepancies between budgeted and actual income and expenditure, taking corrective action and involving others as necessary			
		3.3	Implement work within appropriate frameworks for financial governance, applying relevant legal and accounting standards			

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(if sampled)

## **Unit 22: Manage commercial activities for a creative and cultural organisation**

**Unit reference number: T/601/6936**

**QCF level: 5**

**Credit value: 10**

**Guided learning hours: 40**

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### **Unit aim**

This unit is about developing and managing commercial activities in a creative and cultural organisation. These activities could include all services that contribute to the organisation's finances such as selling goods and services or letting franchises.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 research information to inform the development of commercial activities	1.1	Identify the organisation's commercial objectives and financial targets				
		1.2	Evaluate current commercial activities and assess their contribution to the organisation				
		1.3	Evaluate customer, visitor and audience needs for products and services relevant to the organisation				
		1.4	Research and evaluate other relevant organisations' commercial activities to inform the development and improvement of products and services				
2	Be able to develop a plan for commercial activities	2.1	Develop, refine and improve commercial activities to contribute to the organisation's objectives				
		2.2	Explore ideas for new commercial activities, products and services work with colleagues and stakeholders				
		2.3	Plan the commercial activities to be undertaken				
3	Be able to procure, price and market products and services	3.1	Develop and produce, commission or buy products and services, agreeing appropriate terms and conditions with supplier				
		3.2	Price products and services in accordance with cost and market considerations				
		3.3	Evaluate the marketing and promotion of products and services and work with others to develop and improve marketing activities where needed				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date	
4	Be able to manage and review commercial activities	4.1	Communicate financial procedures and policies to all relevant staff					
		4.2	Brief all the relevant people in the organisation on commercial activities					
		4.3	Review the financial performance of commercial activities and their contribution to the organisation's financial position					

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## **Unit 23: Manage the security of a cultural venue**

**Unit reference number: H/601/6883**

**QCF level: 4**

**Credit value: 8**

**Guided learning hours: 40**

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### **Unit aim**

This unit is about managing the security of a cultural venue by managing visitor access, monitoring the premises and ensuring that necessary action is taken when required. It is suitable for people involved in day-to-day management of security arrangements in a cultural building, site or venue.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 68: R/601/6846 Control the security of a cultural venue.**

## 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	Manage access to the venue	1.1	Agree policies, procedures and operational details for allowing access to the venue and to specific parts of it				
		1.2	Agree the areas of the venue that are closed to visitors and ensure that these are closed off or appropriately marked				
		1.3	Ensure that procedures for managing access conform with health and safety requirements				
		1.4	Ensure that access is controlled in accordance with the agreed policies, procedures and details				
2	Manage visitors within the venue	2.1	Ensure visitors are treated courteously and welcomed to the venue				
		2.2	Agree and put in place relevant procedures to identify and record visitors to the venue as appropriate to visitor management needs and any risks that they may pose				
		2.3	Agree and put in place any policies and procedures required to check or store visitors' personal effects				
		2.4	Ensure that visitors are assisted and directed appropriately within the venue				
		2.5	Ensure that staff know what they need to do to ensure the safety of visitors in emergencies				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Maintain the security of the venue	3.1	Ensure that the venue is checked or patrolled at regular intervals according to the agreed security procedures				
		3.2	Ensure regular checks are made of the condition of the venue and items within it for security breaches or damage				
		3.3	Ensure that any security problems are assessed promptly and appropriate actions are taken to overcome or minimise them, involving outside assistance when needed				
		3.4	Agree procedures for requiring people to leave the premises and ensure that staff understand them				
		3.5	Maintain the health and safety of staff and visitors and the security of items in the venue at all times				
		3.6	Ensure that documentation is completed according to the organisation's security procedures				

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(if sampled)

# **Unit 24: Manage the volunteer programme for a creative and cultural organisation**

**Unit reference number: F/601/6938**

**QCF level: 5**

**Credit value: 12**

**Guided learning hours: 48**

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## **Unit aim**

This unit is about developing and implementing a volunteer policy and managing a volunteer programme in a creative and cultural organisation, either for the whole organisation or for a specific programme or aspect of the organisation's work. It can be applied to unpaid interns and work experience students, regular, occasional and one-off volunteers.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 and communicate a volunteer policy and code of practice	1.1	Identify and explain the implications of any legislation relevant to the recruitment and management of volunteers		
	1.2	Develop and communicate a suitable policy, code of practice and set of guidelines for the recruitment, management and development of volunteers in the organisation		
	1.3	Identify and implement any improvements that need to be made to the management of volunteers in the organisation		
	1.4	Evaluate how the volunteer policy and code of practice is implemented in the organisation		
2 Be able to recruit and deploy volunteers to meet the needs of the organisation	2.1	Explore current and potential opportunities for volunteering across the organisation, producing job descriptions or task specifications as appropriate		
	2.2	Respond to enquiries from potential volunteers promptly and appropriately		
	2.3	Match volunteers' skills, aspirations and motivations to opportunities in the organisation, ensuring where possible that they integrate with and complement the work of existing staff		
	2.4	Allocate responsibilities that meet volunteers needs, abilities and potential		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to ensure good practice in the management of volunteers	3.1	Carry out recruitment and induction of volunteers in a manner that is open, transparent and equips them to undertake the required tasks				
		3.2	Brief those who supervise volunteers on good practice in volunteer management				
		3.3	Agree responsibilities and working methods with volunteers and ensure they understand what is expected of them				
		3.4	Provide volunteers with sufficient support and supervision to fulfil their roles and carry out tasks effectively and safely				
4	Be able to review volunteers' contributions to the organisation and provide them with feedback	4.1	Monitor volunteering activities, identifying and resolving any problems as they occur				
		4.2	Evaluate volunteers' contributions against agreed work requirements with supervisors				
		4.3	Provide feedback to volunteers on their work				
		4.4	Provide opportunities for volunteers to give feedback and discuss any issues, ideas and suggestions that they may have				
		4.5	Address any problems with volunteers or inadequacies in their work promptly and effectively				
		4.6	Communicate with volunteers at all times in ways that meets their diverse needs and shows respect for their volunteer role				

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(if sampled)

## **Unit 25: Plan and deliver learning or interpretation activities in a creative and cultural context**

**Unit reference number:** A/601/6887

**QCF level:** 4

**Credit value:** 10

**Guided learning hours:** 50

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### **Unit aim**

This unit is about designing and running activities to engage and inform or educate audiences, visitors or customers in a creative and cultural context.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 63: Y/601/6850 Deliver learning or interpretation activities in a creative and cultural context.**

## 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 define the purpose and objectives for a learning or interpretive activity	1.1 Summarise the objectives of any learning or interpretation programmes or strategies that the event is part of			
	1.2 Review any similar activities that have been run previously and extrapolate any relevant learning points from them			
	1.3 Identify the target audience and their needs relevant to the activity			
	1.4 Develop the purpose of the activity and the themes, aims and learning objectives to be covered			
	1.5 Review the budget, resources and timescales available for the activity			
2 Be able to design and plan a learning or interpretive activity	2.1 Design the activity, ensuring that it meets the identified audience needs and learning objectives			
	2.2 Prepare or obtain any materials and resources needed for the activity, including additional personnel			
	2.3 Select and evaluate the suitability of a venue for the activity			
	2.4 Undertake a risk assessment for the activity and plan for any unexpected circumstances			
	2.5 Ensure any necessary licensing, insurance and contracts are in place			
	2.6 Engage and brief others involved in delivering the activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to deliver input to facilitate learning or interpretation	3.1	Communicate with the audience in a manner that is clear and appropriate to their needs			
		3.2	Present information clearly and accurately			
		3.3	Encourage participants to ask questions			
		3.4	Ensure the safety and security of the audience and of any objects and resources used in the activity			
4	Evaluate a learning or interpretive activity	4.1	Use appropriate methods to evaluate if the activity has enabled the identified learning objectives to be met			
		4.2	Evaluate the activity and its design in relation to its success in meeting participant needs			
		4.3	Summarise any modifications to the activity that will improve its effectiveness in the future			

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(if sampled)

## **Unit 26: Plan and monitor the use of resources in a creative and cultural organisation**

**Unit reference number: F/601/6891**

**QCF level: 4**

**Credit value: 6**

**Guided learning hours: 30**

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### **Unit aim**

This unit is about planning, negotiating, using and managing the financial, staff or other resources available to you to implement your strategic plans or project objectives effectively. It is for individuals who have responsibility for delivering projects or operations, and responsibility for allocating resources within an area of work or across the organisation. Managing resources effectively is particularly important in a cultural heritage organisation where resources are often in short supply.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 resources potentially available	1.1	Review current policies, budgets, income forecasts and plans that affect the resources available in the organisation and how they are allocated			
		1.2	Research how resources have been managed previously in the organisation			
2	Be able to develop plans for using resources	2.1	Develop a detailed plan for each project, task or activity determining the resources required			
		2.2	Work with colleagues to ensure that the resources are available and appropriately defined			
		2.3	Provide sufficient information to enable resourcing decisions to be made and resource use monitored			
		2.4	Negotiate the availability of the resources needed			
3	Be able to monitor and record the use of resources	3.1	Implement appropriate methods for monitoring the use of resources			
		3.2	Record and report on the use of resources			
		3.3	Use the results of monitoring to improve the use of resources in the future			

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(if sampled)

## **Unit 27: Professional ethics and judgement for cultural heritage conservation**

**Unit reference number: A/601/6940**

**QCF level: 5**

**Credit value: 10**

**Guided learning hours: 40**

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### **Unit aim**

This unit involves the understanding and application of ethics and professional judgement relating to the conservation of cultural heritage.

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

While this unit may be assessed and achieved independently of other units, it is recommended that it is assessed in conjunction with one or more other units relating to the practice of cultural heritage conservation. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand ethical principles applying to conservation	1.1	Explain the ethical basis of conservation and the responsibility of the conservation practitioner to cultural heritage and to wider society				
		1.2	Explain and evaluate the implications of the main ethical standards, legal principles and national or international guidelines applying to conservation or to a specialism within it				
		1.3	Explain the implications of relevant legal requirements and obligations including those relating to health and safety, environmental protection, contract and employment law				
2	Be able to exercise professional judgement and ethical practice in undertaking conservation work	2.1	Demonstrate professional conservation judgement and the application of ethical standards across a conservation specialism or area of practice				
		2.2	Identify and evaluate a range of valid solutions in response to conservation problems				
3	Know how to act in the interest of cultural heritage	3.1	Demonstrate respect for the cultural, historic and spiritual context of the heritage				
		3.2	Handle conflicts of interest in a manner that maintains the interests of cultural heritage				

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(if sampled)

## Unit 28: Provide leadership in the creative and cultural sector

**Unit reference number:** A/601/6968

**QCF level:** 6

**Credit value:** 10

**Guided learning hours:** 40

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### Unit aim

This unit is about enabling, inspiring, motivating and supporting other people within a cultural heritage organisation so that they can achieve their own career aspirations and help to achieve what the organisation has set out to do. It can be applied to all formal management roles within the organisation as well as to leaders of project teams and partnerships.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 15: L/601/6876 Develop, lead and motivate others in a creative and cultural organisation.**

## 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 gain trust and support through demonstrating professionalism and commitment	1.1	Develop plans to communicate and promote the organisation's purpose, vision and values internally and where appropriate to external stakeholders				
		1.2	Implement activity consistently in a way that reinforces the vision and values of the organisation				
		1.3	Demonstrate commitment to the sector and to developing personal expertise in the area in which s/he works				
		1.4	Develop activities which gain the trust and support of people within the organisation and where relevant that of external stakeholder				
		1.5	Implement work with integrity, fairness and consistency in dealings with others				
		1.6	Implement activity which complies with legal, professional and regulatory requirements in the area of their work				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to lead, motivate and support people to achieve objectives	2.1	Implement methods of observation and dialogue which develop knowledge of others' motivations				
		2.2	Implement leadership styles that are appropriate to people's motivations and to the objectives and situations in hand				
		2.3	Develop activities to encourage and support people to achieve their objectives, offering support and advice where needed				
		2.4	Implement activity which treats others with courtesy and respects their diversity				
		2.5	Apply strong leadership of teams successfully through difficulties and challenges				
		2.6	Implement activities to monitor work and progress towards objectives				
		2.7	Draw conclusions from feedback on their leadership performance				
3	Be able to build a culture that encourages personal responsibility, innovation and creativity	3.1	Develop and maintain a culture that encourages creativity and innovation				
		3.2	Implement activities which empower people to influence operations and procedures, encouraging autonomous and responsible decision-making				
		3.3	Implement activities which encourage people to present their ideas and develop their own ways of working within agreed boundaries				
		3.4	Develop and maintain personal creativity and innovation in problem-solving				

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(if sampled)

## **Unit 29: Represent a creative and cultural organisation**

**Unit reference number: H/601/6902**

**QCF level: 4**

**Credit value: 8**

**Guided learning hours: 40**

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### **Unit aim**

This unit is about representing and promoting a creative and cultural organisation and its interests. It may involve representing the organisation at meetings, events or conferences as well as through written and other media, and could involve engaging with staff, customers, visitors, trustees, potential funders and other external organisations, and policymakers. The unit is applicable to managers and others responsible for promoting the organisation or aspects of its work as well as to marketing, liaison or partnership specialists.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 promote the organisation and its interests	1.1	Identify and take opportunities to present and promote the interests of the organisation and the sector				
		1.2	Describe the purpose, vision and objectives of the organisation				
		1.3	Identify key features and positive messages about the organisation and the wider sector and communicate them effectively				
		1.4	Classify evidence and research that demonstrates the value and impact of the organisation				
		1.5	Apply communication techniques that are tailored to the requirements and interests of recipients and maintain the good reputation of the organisation				
2	Be able to engage stakeholders to support the work of the organisation	2.1	Select appropriate communication techniques which benefit both the organisation and stakeholders				
		2.2	Develop a plan for engaging with stakeholders and for developing partnerships to support the work of the organisation				
		2.3	Develop a plan for involving stakeholders in the development of the organisation as appropriate				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to respond to challenges and changes that affect the organisation	3.1	Analyse developments in the organisation and the wider sector			
		3.2	Judge the impact of any likely obstacles or negative reactions to the organisation or sector			
		3.3	Develop a plan in response to any likely obstacles			
		3.4	Evaluate any potentially damaging factors or perceptions and take appropriate actions to minimise their effect			
		3.5	Analyse feedback relevant to the organisation and identify how it may need to respond to external perceptions and changing contexts			

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(if sampled)

## **Unit 30: Research and provide information on a cultural heritage collection**

**Unit reference number: F/601/6941**

**QCF level: 5**

**Credit value: 10**

**Guided learning hours: 40**

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### **Unit aim**

This unit is about researching and providing information on items and collections of cultural heritage in a variety of formats that might include displays, articles, talks and tours.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 research information about the collection	1.1	Evaluate and use appropriate research methods and techniques				
		1.2	Research, evaluate and reference information about the collection and specific items within it				
		1.3	Evaluate information for accuracy, currency and relevance, identifying and where possible overcoming gaps and discrepancies through further research and discussion with experts				
		1.4	Identify themes and relationships that connect different items in the collection or that are held by the organisation				
		1.5	Identify and reference further sources of information about items in the collection				
2	Be able to identify the information needs of others	2.1	Investigate the types of information required by visitors, researchers, colleagues in the organisation, and other organisations such as funders				
		2.2	Instigate questions and identify any additional information required				
		2.3	Record requests that can't be met immediately and where relevant research the information needed				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide information for others	3.1	Interpret and review information in order to provide appropriate summaries and illustrations			
		3.2	Evaluate and select facts, stories and themes about the collection to use in presentations, displays and publications			
		3.3	Develop and provide current, relevant and accurate information on specific items			
		3.4	Clarify that information is clear and in a form suitable for its intended recipients			
		3.5	Obtain information as soon as possible after requests are made			

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# **Unit 31: Research, document and catalogue cultural heritage collections**

**Unit reference number: J/601/6942**

**QCF level: 5**

**Credit value: 10**

**Guided learning hours: 40**

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## **Unit aim**

This unit covers researching, documenting and cataloguing cultural heritage items and structures within a collections management system.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 research information relating to cultural heritage collections	1.1	Clarify the subject, objectives and scope of the research to be carried out				
		1.2	Locate, evaluate and use relevant primary and secondary sources of information				
		1.3	Evaluate the results of the research for completeness, accuracy and relevance				
		1.4	Record and report on the research in a format appropriate to its intended use				
	2	Be able to identify and record items of cultural heritage	2.1	Examine items without putting them at risk			
2.2			Collect and evaluate all information relevant to the identification of the item, identifying and where possible responding to any gaps, discrepancies and potential sources of unreliability				
2.3			Identify the item, explaining the evidence and reasoning used				
2.4			Record and report on the results of the identification in a format appropriate to its intended use				
2.5			Allocate, record and apply accession numbers in accordance with organisational procedures and guidelines for the conservation and display of the item				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to report on the properties of items of cultural heritage	3.1	Summarise the history, significance, age and provenance of the item in sufficient detail to meet the requirements of users				
		3.2	Describe any unusual and distinctive features of the item				
		3.3	Describe the item's relationship and significance to other relevant items within or outside the collection				
		3.4	Describe the item's condition and any care it needs				
		3.5	Record descriptions in formats suitable for those who are expected to use them				

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(if sampled)

## **Unit 32: Set up and manage information management systems for cultural heritage collections**

**Unit reference number:** Y/601/6945

**QCF level:** 5

**Credit value:** 10

**Guided learning hours:** 40

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### **Unit aim**

This unit covers the design, implementation and use of information systems (including archives, cataloguing and index systems) for managing cultural heritage collections.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 set up an information management system for collections management and care	1.1	Identify the type and level of information needed for collections management and care				
		1.2	Develop a documentation and information system to record, catalogue and aid the management of collections				
		1.3	Develop risk management, safety and security systems for managing the data				
		1.4	Classify information that is confidential or sensitive and specify appropriate access restrictions				
		1.5	Define the structure and indexing of the records to meet users' requirements and comply with any relevant standards				
		1.6	Develop indexing procedures that provide effective access to the data				
2	Be able to ensure others are able to use the system effectively	2.1	Classify different categories of user to access, add, change and delete data as appropriate				
		2.2	Develop user guidelines and procedures for accessing, entering and amending data				
		2.3	Train others on how to use the system and ensure they are able to do so proficiently				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to monitor the use and effectiveness of the system	3.1	Store data in accordance with organisational and legal standards			
		3.2	Carry out regular data backups			
		3.3	Clarify that access to information conforms to organisational and legal requirements			
		3.4	Archive information not in current use			

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## **Unit 33: Take measures to conserve cultural heritage**

**Unit reference number: F/601/6972**

**QCF level: 6**

**Credit value: 30**

**Guided learning hours: 120**

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### **Unit aim**

This unit is about achieving the conservation of cultural heritage through planning, managing and implementing measures that can include conservation treatments, preventive conservation, protection, and managing and educating others to ensure the provision of effective conservation.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 communicate good practice in the care, protection and treatment of material heritage	1.1 Recommend and communicate appropriate practice in the care, protection and treatment of cultural heritage			
	1.2 Define the conservation implications of policies and plans of action for cultural heritage			
	1.3 Develop guidelines for the ongoing protection of cultural heritage			
	1.4 Develop recommendations of appropriate sources of further analysis, treatment or preventive care as necessary			
	1.5 Identify and take into account any national, local or organisational frameworks and policies relevant to the heritage			
2 Be able to implement treatment-based, preventive or protective conservation measures	2.1 Develop measures that are appropriate to the context of the heritage, the degree of protection needed and the agreed level of access or use			
	2.2 Review and revise plans which take into account the physical, chemical and structural characteristics of materials			
	2.3 Review and revise plans which take into account actual and potential causes of decay			
	2.4 Implement measures which employ materials, resources, skills and equipment as appropriate to the tasks being adopted			
	2.5 Identify and where necessary investigate emerging methods and techniques relevant to the measures to be used			
	2.6 Develop relationships with others who have an impact on the heritage to ensure that conservation measures are effective			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to meet recognised conservation standards	3.1	Develop measures that meet recognised conservation, safety and environmental standards				
		3.2	Develop measures and techniques that take into account relevant contextual and ethical factors				
		3.3	Develop measures that are implemented with a sufficiently high level of skill and ethical consideration to adequately protect the heritage				
		3.4	Develop records of conservation measures that are sufficiently permanent and appropriate to their intended use				
4	Be able to monitor and evaluate the effect of conservation measures	4.1	Implement appropriate methodologies for gathering, interpreting and presenting data				
		4.2	Analyse and interpret findings to identify the effect of conservation measures				
		4.3	Develop recommendations for appropriate changes to conservation measures where necessary				
		4.4	Implement the appropriate changes to conservation measures where necessary				

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## **Unit 34: Inspect and monitor cultural heritage for conservation purposes**

**Unit reference number: J/601/6861**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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### **Unit aim**

This unit is about inspecting objects or components, identifying and assessing their nature and use, and making basic reports on location, condition and environment, using established procedures to monitor environmental conditions. It could be applied to inspecting and monitoring objects on display, in storage or in situ, for instance in, or a part of, a historic building or site.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 and assess the nature and use of the heritage	1.1	Explain the objectives of the assessment				
		1.2	Evaluate how the heritage is being displayed, stored, protected or used				
		1.3	Identify any planned or expected changes to location or use				
		1.4	Identify and evaluate any risks posed by current or expected use				
2	Be able to identify and assess the properties and condition of the heritage	2.1	Visually identify the material and structural nature of the heritage				
		2.2	Evaluate the overall condition of the heritage without compromising its condition				
		2.3	Visually identify any degradation or decay				
		2.4	Identify and evaluate any risks posed by the condition of the heritage				
		2.5	Describe situations where further advice or analysis would be needed				
3	Be able to monitor the environment of the heritage	3.1	Use suitable methods for monitoring the environment				
		3.2	Identify and report any risks posed to the heritage by the environment				
		3.3	Make routine adjustments to the environment within appropriate conservation guidelines				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record observations and assessments	4.1	Record and report observations and assessments accurately and clearly			
		4.2	Use specified reporting and recording procedures correctly			

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(if sampled)

## **Unit 35: Assist with incidents and emergency procedures**

**Unit reference number: R/601/5941**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 18**

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### **Unit aim**

This unit is about providing support to those responsible for emergency procedures. This will include assisting with evacuation procedures and understanding how to use emergency systems and equipment safely and correctly.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand organisational procedures for dealing with incidents and emergencies	1.1	Describe organisation's procedures for dealing with incidents and emergencies				
		1.2	Describe organisation's procedures for monitoring and controlling risks				
		1.3	Describe how risk assessments and evacuation procedures are produced				
		1.4	Identify the first aid officer in organisation				
2	Understand how to use emergency equipment and systems	2.1	Describe how to use emergency equipment				
		2.2	Describe how to initiate alarm systems and access escape routes				
3	Be able to assist with emergency procedures in the event of an incident or emergency	3.1	Assist with evacuation procedures				
		3.2	Follow instructions for taking action in a way that minimises injury to self, others or premises				

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(if sampled)

# **Unit 36: Demonstrate understanding of customer service**

**Unit reference number: K/601/1622**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 40**

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## **Unit aim**

This unit is about being able to understand and explain the principles of customer service and the way they can be applied in specific customer service situations. The basic principles in this unit influence all aspects of making customer service work and enable the learner to place professional customer practice in the context of their industry sector and their own organisation. Above all, working as a customer service professional involves working with colleagues to develop deeper and broader understanding of customer service language and principles.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Follow their organisation's accepted customer service language	1.1	Communicate to customers their organisation's service offer, how it balances organisational and customer needs and how it meets customer expectations				
		1.2	Compare the service offers of commercial, public sector and third sector organisations and how they each meet customer expectations				
		1.3	Discuss with colleagues steps that team members can take to deal with different customers and different customer service situations				
2	Apply customer service principles in their customer service role	2.1	Follow the key policies and procedures in their organisation for the delivery of services or products				
		2.2	Demonstrate how their organisation's service approach and service offer fit within their own industry and differ from those of other industries				
		2.3	Discuss with colleagues how their organisation's ethical and value base fits with organisational needs and customer expectations				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand the principles of customer service	3.1	Describe how their organisation's service offer meets customer expectations				
		3.2	Explain how their organisation's service offer is affected by financial and other resource limitations				
		3.3	Identify the impact that their organisation's service offer may have on different people in the service chain				
		3.4	Explain how customers form their expectations of the services or products				
		3.5	Explain the importance of effective teamwork for the delivery of excellent customer service				
		3.6	Describe how customer service can contribute to best value in a public sector or third sector organisation				
		3.7	Explain how customer service can provide a competitive advantage for a commercial organisation				
		3.8	Describe why their organisation must limit the customer service it gives to balance customer satisfaction with organisational goals				
		3.9	Explain how to deal with different customer behaviours and personalities to achieve customer satisfaction				
		3.10	Explain the importance of effective communication in the delivery of excellent customer service				
		3.11	Describe how they ensure their communication with diverse groups of customers is effective and efficient				
		3.12	Describe the importance of continuous improvement within customer service				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.13	Explain the key policies and procedures in their organisation for the delivery of services or products and why it is important to follow them			
	3.14	Explain how their industry's approach to customer service differs from the approach of another industry			
	3.15	Outline the service offer of competitors of their organisation or any organisations offering similar services or products			
	3.16	Describe the features and benefits of their organisation's services or products that influence customer service delivery and customer satisfaction			
	3.17	Explain how their organisation balances its needs with customer expectations and needs			
	3.18	Justify the ethical and value base of their organisation's approach to customer service			
	3.19	Explain how their behaviour when improving customer service delivery affects the success of any changes to customer expectations and needs			

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

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(if sampled)

## Unit 37:

## Working with colleagues

**Unit reference number:** A/502/3571

**QCF level:** 2

**Credit value:** 1

**Guided learning hours:** 6

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### Unit aim

This unit looks at the importance of maintaining effective working relationships with the people around you. The unit is not concerned with team working as such but rather looks to address what it is like to work in a working environment occupied by others as well. The learner will explore the communication techniques and skills required and look at how they can thrive in this type of environment.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand work colleagues expectations of them in the place of work	1.1	Describe the expectations their colleagues will have of them as a work colleague			
		1.2	Assess how they currently behave in relation to these expectations and describe how they can improve how they work with colleagues			
2	Know how to use a range of communication skills and techniques to help secure good working relationships with colleagues	2.1	Describe 3 communication techniques and two types of behaviour that can help establish and maintain effective working relationships with colleagues			
		2.2	Recognise supportive and effective communication techniques and behaviour being used by others			
		2.3	Demonstrate the ability to use 2 appropriate verbal and 2 non-verbal communication techniques when working with colleagues			

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(if sampled)

## **Unit 38: Make and maintain conservation records for cultural heritage**

**Unit reference number: D/601/6817**

**QCF level: 2**

**Credit value: 5**

**Guided learning hours: 35**

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### **Unit aim**

This unit involves making, storing and managing appropriate and accurate records of conservation-related activities. It also involves producing reports and instructions, including inspection, monitoring, treatments and preventive measures, and safety-related assessments and incidents. It could be applied to inspecting and monitoring objects on display, in storage or in situ, for instance in, or a part of, a historic building or site.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand the use of conservation records in cultural heritage	1.1	Describe the types of information that need to be recorded for conservation purposes				
		1.2	Identify appropriate formats for conservation records for use in the organisation				
		1.3	Explain the significance, current and potential uses, and any potential sensitivity of their conservation records				
2	Be able to make conservation records	2.1	Make clear and accurate records of conservation requirements or activities in line with organisational procedures				
		2.2	Implement formats and procedures appropriate to the context				
3	Be able to store, index and manage conservation records	3.1	Use appropriate methods to store and index records securely				
		3.2	Maintain computer-based records in line with the organisation's procedures				
4	Be able to produce reports and instructions relating to conservation	4.1	Confirm tasks, priorities and responsibilities clearly and accurately with colleagues				
		4.2	Use conservation records to produce clear and concise reports, instructions and guidance				

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# **Unit 39: Assist customers, visitors or audiences in getting the best from their experience of a creative or cultural organisation**

**Unit reference number: T/601/6922**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 28**

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## **Unit aim**

This unit is about identifying different customer needs and responding appropriately. It involves encouraging customer feedback and taking appropriate action to deal with customer complaints.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 needs of customers, visitors or audiences and have relevant information available	1.1	Anticipate and prepare information that customers, visitors or audiences are likely to need				
		1.2	Keep up-to-date with changes and developments that affect information provided to customers				
		1.3	Identify the information or assistance needed by individual customers				
2	Be able to provide information to customers, visitors or audiences and respond to their feedback	2.1	Provide information about the organisation, venue, services or products according to the customers' needs				
		2.2	Treat customers with courtesy and respect their diversity				
		2.3	Encourage customer feedback and respond to it or pass it on to the appropriate people as relevant				
3	Be able to respond to problems and complaints	2.4	Improve services within their area of responsibility according to customer needs and feedback				
		3.1	Respond to problems or complaints quickly and effectively				
		3.2	Obtain advice from relevant colleagues as needed to solve problems				
		3.3	Identify repeated problems and resolve them or ensure colleagues responsible for the necessary action are made aware of them				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to follow organisational procedures in dealing with customers, visitors or audiences	4.1	Follow any organisational customer care policies and procedures				
		4.2	Communicate relevant procedures relating to health, safety and security to customers as necessary				
		4.3	Maintain customer service records according to organisational policy				

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(if sampled)

# **Unit 40: Support learning activities in a creative and cultural context**

**Unit reference number: L/601/6828**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 28**

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## **Unit aim**

This unit is about assisting with learning activities in a creative and cultural context, including through answering enquiries, keeping records, helping plan and set up learning activities, and assisting with delivery.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 provide information on learning activities	1.1	Identify learning activities within own organisation or area of work				
		1.2	Respond to queries about learning opportunities, events and resources				
2	Be able to assist in planning and preparing for learning activities	2.1	Carry out activities to inform planned learning activities				
		2.2	Provide information to assist with planning learning activities				
		2.3	Prepare the space and resources for learning activities				
3	Be able to maintain health, safety and security in the learning environment	3.1	Follow relevant health and safety procedures in the learning environment				
		3.2	Assist in maintaining the health and safety of people taking part in events and activities				
		3.3	Ensure the safety and security of resources used in the learning activity				
4	Be able to assist in delivering learning activities	4.1	Provide details of learning activities to participants				
		4.2	Communicate information and procedures to assist with participants' learning				

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# Unit 41: Support marketing activities in a creative and cultural context

**Unit reference number:** R/601/6832

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 28

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## Unit aim

This unit is about providing administrative and basic research support for marketing activities in a creative and cultural context.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 42: K/601/6822 Support fundraising for a creative and cultural organisation.**

## 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 answer enquiries from and keep records of customers	1.1	Answer enquiries about the organisation, exhibitions or events				
		1.2	Seek advice or refer queries to suitable colleagues or sources of information when unable to answer queries directly				
		1.3	Keep records of customers, visitors or audiences in the format required by the organisation				
2	Be able to provide administrative support and co-ordination for marketing activities	2.1	Set up and provide support for meetings with colleagues, taking notes or minutes as necessary				
		2.2	Manage personal and colleagues' diaries				
		2.3	Co-ordinate activities with press and public relations personnel				
		2.4	Co-ordinate mailings				
3	Be able to collect and provide information to assist with marketing	3.1	Gather information to assist in researching marketing opportunities in line with audience needs				
		3.2	Provide information and data to assist with planning marketing activities, materials and events				
		3.3	Collect data to be used in evaluating the success of marketing activities				
		3.4	Input and manage data using a database				

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(if sampled)

# Unit 42: Support fundraising for a creative and cultural organisation

**Unit reference number:** K/601/6822

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 28

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## Unit aim

This unit is about helping to secure funding for a cultural heritage organisation through answering enquiries, recording and providing information to support fundraising and funding bids, and providing relevant administrative support. It can be applied to fundraising from individuals, grant-providing bodies and corporate donors or sponsors.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 41: R/601/6832 Support marketing activities in a creative and cultural context.**

## 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 answer enquiries from current and potential funders	1.1	Respond to queries about fundraising from individuals or organisations				
		1.2	Provide information and answer enquiries at fundraising events				
		1.3	Know when to refer queries to colleagues or sources of information				
		1.4	Record data about current and potential funders in line with the organisation's procedures				
2	Be able to provide administrative support and co-ordination for fundraising activities	2.1	Provide support for meetings with colleagues and funders				
		2.2	Manage own and support others' diaries				
		2.3	Co-ordinate mailings				
3	Collect and provide information to assist with fundraising	3.1	Identify sources of information to support fundraising activities				
		3.2	Carry out research to support a fundraising activity				
		3.3	Record and manage information in line with the organisation's procedures				

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(if sampled)

## **Unit 43: Store and retrieve information**

**Unit reference number: R/601/2490**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 17**

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### **Unit aim**

This unit is about storing and retrieving information securely and within confidentiality requirements of the organisation.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand processes and procedures for storing and retrieving information	1.1	Explain the purpose of storing and retrieving required information				
		1.2	Describe different information systems and their main features				
		1.3	Explain the purpose of legal and organisational requirements for the security and confidentiality of information				
		1.4	Explain the purpose of confirming information to be stored and retrieved				
		1.5	Describe ways of checking information for accuracy				
		1.6	Explain the purpose of checking information for accuracy				
		1.7	Explain the purpose of providing information to agreed format and timescales				
		1.8	Describe the types of information that may be deleted				
		1.9	Describe problems that may occur with information systems and how to deal with them, when necessary				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to store information	2.1	Identify, confirm and collect information to be stored				
		2.2	Follow legal and organisational procedures for security and confidentiality of information to be stored				
		2.3	Store information in approved locations				
		2.4	Check and update stored information, if required				
		2.5	Delete stored information, if required				
		2.6	Deal with, or refer problems, if required				
3	Be able to retrieve information	3.1	Confirm and identify information to be retrieved				
		3.2	Follow legal and organisational procedures for security and confidentiality of information				
		3.3	Locate and retrieve the required information				
		3.4	Check and update information, if required				
		3.5	Provide information in the agreed format and timescale				
		3.6	Deal with, or refer problems if required				

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(if sampled)

## **Unit 44: Identity and cultural diversity**

**Unit reference number: M/501/3961**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 20**

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### **Unit aim**

The aim of this unit is to help the learner to understand the value of equality and diversity in society.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand the meanings of the terms social diversity and inclusion	1.1	Describe the key features of social diversity				
		1.2	Define the term social inclusion				
		1.3	Describe the key features of diversity (e.g. ethnicity, gender)				
		1.4	Identify bodies who work on equality/diversity issues (e.g. CEHR)				
2	Understand equality, discrimination and prejudice	2.1	Give examples of inequality in a range of situations				
		2.2	Explain the differences between discrimination and prejudice				
		2.3	Give examples of positive and negative stereotyping				
3	Understand the diversity of communities	3.1	Describe the common characteristics of a range of diverse groups in Society				
		3.2	Explain how society can benefit from a diverse society				

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(if sampled)



## 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 maintain accurate and up to date financial records	1.1 Identify budget costs using valid, reliable and accurate sources of information			
	1.2 Maintain accurate and up-to-date financial records in the correct format, using appropriate computer software or manual format			
	1.3 Provide reports on expenditure against the budgets, in the correct format			
	1.4 Liaise with others to inform of any financial variances or discrepancies when these occur			
	1.5 Produce and maintain spreadsheets setting out: <ul style="list-style-type: none"> <li>• costs;</li> <li>• expenses</li> </ul>			
	1.6 Set up and maintain supporting balance sheets, ensuring information is: <ul style="list-style-type: none"> <li>• accurate</li> <li>• up to date</li> <li>• set out in the correct format</li> </ul>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to follow company policy in relation to purchase orders , petty cash, floats and per diems	2.1	Process purchase orders for payments				
		2.2	Monitor petty cash				
		2.3	Assemble and monitor floats				

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*(if sampled)*

## **Unit 46: Provide information on a cultural heritage collection**

**Unit reference number: D/601/6882**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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### **Unit aim**

This unit is about providing information on items and collections of cultural heritage verbally and in straightforward written or graphic formats.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 research information about the collection	1.1	Clarify with others to identify the information that is currently available and that which needs to be researched				
		1.2	Implement research to identify information about the collection and specific items within it				
		1.3	Assess information to ensure it is accurate, current and relevant				
		1.4	Identify themes and relationships that connect different items in the collection or that are held by the organisation				
		1.5	Identify further sources of information about items in the collection				
2	Know how to identify the information requirements of others	2.1	Identify the information required by visitors, colleagues in the organisation, and other organisations such as funders				
		2.2	Describe how others can be encouraged to ask questions about specific items				
		2.3	Describe how requests for information that can't be met immediately can be recorded				
		2.4	State who requests for information should be passed on to				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide others with information relating to cultural heritage collections	3.1	Identify relevant facts, stories and themes about the collection that might be of interest to others			
		3.2	Explain the current, relevant and accurate information associated with specific items			
		3.3	Analyse information to ensure it is clear and in a form suitable for its intended recipients			
		3.4	Identify and assist visitors with special needs or who require help			
		3.5	Identify the relevant information needed as soon as possible after requests are made			
		3.6	Identify other sources of information or relevant expertise when requests cannot be dealt with			

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(if sampled)

# **Unit 47: Handle, pack and transport cultural heritage items and objects**

**Unit reference number: J/601/6858**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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## **Unit aim**

This unit is about packing and transporting artwork, objects, items, artefacts or specimens within a building and between buildings. It includes transport by road, rail, air etc. for instance when items are acquired, borrowed or lent.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 pack items for relocation	1.1	Ensure the resources needed to pack the item are to hand		
	1.2	Pack the item according to specified guidelines and procedures, seeking advice from others where needed		
	1.3	Use protective materials and equipment that are appropriate to the conservation requirements of the item and the risks it will be exposed to		
	1.4	Ensure that the packaging provides the required level of protection, environmental control and security for the item in the environment it is expected to be in		
	1.5	Mark the package with the correct handling and destination instructions		
	1.6	Document the packing correctly and file or pass on the documentation according to required procedures		
2 Be able to prepare to transport items	2.1	Confirm with the relevant people the authority and requirements for transporting the item		
	2.2	Check that the vehicle or equipment to be used is suitable for transporting the item and is available at the appropriate time		
	2.3	Check and monitor transportation routes for physical, environmental and security constraints		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to transport items to new locations	3.1	Follow relevant handling and safety guidelines and procedures			
		3.2	Assemble loads in a manner that facilitates loading, unloading and the protection of the item			
		3.3	Take prompt corrective action to minimise actual or potential hazards to items			
		3.4	Where delivery requirements cannot be met, assess alternatives and agree solutions with the relevant people			
		3.5	Complete transportation documents correctly and file or pass them on according to required procedures			
		3.6	Keep packing and transport documents with the item at all times			

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(if sampled)

# **Unit 48: Build cultural heritage exhibitions and displays**

**Unit reference number: T/601/6838**

**QCF level: 3**

**Credit value: 8**

**Guided learning hours: 48**

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## **Unit aim**

This unit is about constructing exhibitions and displays (which may be temporary or permanent) for cultural heritage. It excludes work that would need to be completed by a specialist mechanic, electrician or builder.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Agree requirements for the exhibition or display	1.1	Interpret a brief for an exhibition or display and agree it with the relevant people				
		1.2	Identify any additional information or interpretation needed and agree what is needed with the designer(s)				
		1.3	Assess any issues arising from the brief in terms of construction, visitor access, health and safety				
		1.4	Confirm and document the final specification for building the exhibition or display				
		2.1	Identify and obtain the resources needed to prepare the exhibition or display				
2	Build the exhibition or display	2.2	Ensure others involved in the build have clear work objectives				
		2.3	Build the exhibition or display according to the agreed specification				
		2.4	Ensure all relevant health and safety requirements are met				
		2.5	Record any required information relating to the build of the exhibition or display				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Install cultural heritage items within the exhibition or display	3.1	Check that the required items are available and authorisation has been obtained to install them				
		3.2	Handle, position and protect items according to conservation guidelines and agreed procedures				
		3.3	Position items and interpretation in line with the design of the exhibition and to make them accessible to users				
		3.4	Link identification marks and labels securely and appropriately to the items				
		3.5	Record the location of items clearly and accurately in the appropriate documentation system				

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(if sampled)

# **Unit 49: Apply procedures for the management of cultural heritage collections**

**Unit reference number: H/601/6835**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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## **Unit aim**

This unit is about applying procedures and managing information and documentation to support the management and care of cultural heritage collections.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Use collection management procedures	1.1	Identify and apply the collection management processes, procedures and standards used within the organisation				
		1.2	Instruct others in the use of collection management procedures and documentation systems				
2	Manage collections data and documentation	2.1	Enter and manage data within a documentation and information system in order to record and catalogue collections				
		2.2	Manage cultural heritage documentation in accordance with organisational and legal standards				
		2.3	Access confidential, sensitive or restricted data in accordance with organisational procedures and legal standards				
3	Manage information to support collections management and care	3.1	Maintain the required level of information to facilitate the care and management of items in a collection				
		3.2	Maintain the structure of records so that they meet the requirements of users and comply with relevant standard				
		3.3	Maintain indexing procedures that enable data on collections to be accessed				
		3.4	Search and present data in a range of appropriate formats to meet user requirements				

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(if sampled)

# **Unit 50: Introduction to ethics and professional judgement for cultural heritage conservation**

**Unit reference number: H/601/6852**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 30**

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## **Unit aim**

This unit provides an introduction to the principles and application of professional ethics and judgement for the conservation of cultural heritage.

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

While this unit may be assessed and achieved independently of other units, it is recommended that it is assessed in conjunction with one or more other units relating to the practice of cultural heritage conservation. Please refer to the overall Creative & Cultural Skills assessment requirements/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 understand ethical and legal obligations in relation to cultural heritage conservation	1.1	Explain the key principles of cultural heritage conservation				
		1.2	Describe legal obligations that apply to their work under health and safety, contract and employment law				
2	Know how to apply ethical principles in their work	2.1	Explain ethical standards as set down by their relevant professional bodies' code of ethics and practice				
		2.2	Explain how relevant ethical principles apply to their own work				
		2.3	Explain how to balance conservation requirements with the need for cost-effectiveness and access to cultural heritage				
		2.4	Evaluate the extent to which organisational practices conform with conservation ethics				
		2.5	Describe how the cultural, historic and spiritual context of cultural heritage can influence how it needs to be treated				

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(if sampled)

# Unit 51: Protect cultural heritage through basic conservation measures

**Unit reference number:** R/601/6877

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 36

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## Unit aim

This unit is about making, using and recording items that are used to protect, house or display objects and other aspects of heritage according to conservation standards. This might include mounts, fascicules, binders, containers, frames, cases, barriers and screens. It involves assessing the options and technical requirements for protecting the object or structure; making or adapting the protective element, as appropriate; and installing the protecting, housing or display component. It could be applied to inspecting and monitoring objects on display, in storage or in situ, for instance in, or a part, of a historic building or site.

## Unit assessment requirements/evidence requirements

This unit should normally be assessed in the context of one type of object or conservation specialism (e.g. paper, textiles, archaeological objects, stonework and metalwork). Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 71: T/601/6869 Monitor the security and environment of cultural heritage objects and unit 73: J/601/6844 Contribute to the care of cultural heritage objects.**

## 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 and agree options for protecting, housing or displaying cultural heritage	1.1	Assess any need for protection, cushioning, environmental protection or security measures			
		1.2	Propose and agree options for mounting, protecting and displaying heritage			
2	Be able to produce components to protect, house or display cultural heritage	2.1	Make or adapt mountings, protective or display components as needed			
		2.2	Ensure that the components meet the requirements identified for the heritage that they are designed to protect			
3	Be able to install protection as required to aid interpretation, conservation and use	3.1	Install the protective, housing or display component			
		3.2	Ensure that protective, housing or display methods maintain the objects' integrity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to label and record components of cultural heritage	4.1	Label heritage using appropriate methods and materials			
		4.2	Mark heritage for security purposes using appropriate methods and materials			
		4.3	Make accurate and clear records of actions as appropriate to the work context			

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(if sampled)

# Unit 52: Undertake routine conservation treatments for cultural heritage

**Unit reference number:** F/601/6907

**QCF level:** 3

**Credit value:** 12

**Guided learning hours:** 72

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## Unit aim

This unit is about carrying out routine conservation procedures under the direction of a conservator. It covers stabilising objects or structural components in both day-to-day and emergency scenarios, as well as actions such as making basic repairs and removing accretions.

## Unit assessment requirements/evidence requirements

This unit should normally be assessed in the context of one type of object or conservation specialism (e.g. paper, textiles, archaeological objects, stonework, and metalwork). Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 73: J/601/6844 Contribute to the care of cultural heritage objects.**

## 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 carry out routine conservation treatments	1.1	Demonstrate ethical practice and an appropriate level of skill and judgement in carrying out treatments				
		1.2	Assess and agree the actions to be taken to conserve heritage				
		1.3	Remove, reduce or neutralise potential and active agents of deterioration				
		1.4	Remove or reduce material that inhibits interpretation or use				
		1.5	Repair or strengthen heritage objects or components				
		1.6	Take action to minimise further deterioration				
2	Know how to salvage cultural heritage in an emergency	2.1	Explain procedures for salvaging and protecting heritage in the event of a fire, flood or other emergency as relevant to the workplace				
		2.2	Describe basic actions needed to prevent further deterioration of salvaged objects				
3	Be able to identify actions needed to maintain the condition of cultural heritage after treatment	3.1	Identify essential environmental requirements for the relevant heritage				
		3.2	Evaluate the need for ongoing preventive or protective measures				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to make records of conservation treatments	4.1	Make accurate and clear records of treatments			
		4.2	Use specified reporting and recording procedures correctly			

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(if sampled)

# Unit 53: Apply preventive conservation measures for cultural heritage

**Unit reference number:** D/601/6834

**QCF level:** 3

**Credit value:** 12

**Guided learning hours:** 72

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## Unit aim

This unit is about taking measures to prevent deterioration or damage to objects through environmental monitoring and control, and disaster preparedness.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 73: J/601/6844 Contribute to the care of cultural heritage objects.**

## 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 assess the suitability of the environment for cultural heritage	1.1	Monitor and assess the suitability of the current environment for the relevant objects or components				
		1.2	Assess any threats posed to the objects or components by display, use or storage				
		1.3	Recommend and agree any changes that are needed				
2	Modify the environment	2.1	Demonstrate ethical practice and an appropriate level of skill and judgement in applying preventive measures				
		2.2	Modify environmental factors as appropriate to the environment and the conservation needs of the heritage (e.g. humidity, temperature, light levels, dust levels, exposure to weather)				
		2.3	Select and fit additional means of protection as needed				
		2.4	Put in place any measures needed to control pests				
3	Put contingency measures in place	3.1	Identify and assess potential threats from disasters and emergencies				
		3.2	Ensure that measures are in place to protect or warn against potential disasters				
4	Know how to make records of actions taken	4.1	Make accurate and clear records of actions taken				
		4.2	Use specified reporting and recording procedures correctly				

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(if sampled)

## **Unit 54: Set up and maintain conservation equipment**

**Unit reference number: J/601/6889**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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### **Unit aim**

This unit is about setting up specialist conservation equipment, providing advice and support on its use, and carrying out routine checks, maintenance and adjustment. It does not extend to specialist maintenance tasks normally undertaken by the equipment's manufacturer or dealer.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 set up equipment ready for use	1.1	Prepare and if needed calibrate or adjust equipment as appropriate for the intended use				
		1.2	Check that the equipment is in a safe condition ready for use				
		1.3	Maintain and store the equipment ensuring that it is safe and ready to use				
2	Be able to provide advice and support in the use of the equipment	2.1	Provide clear advice or instructions as required on how to use the equipment				
		2.2	Solve routine operating or adjustment problems				
3	Be able to carry out routine checks and maintenance	3.1	Check the routine functioning and safety of the equipment				
		3.2	Carry out any user maintenance needed to maintain the equipment in good condition				
		3.3	Identify and act on any potential problems that could lead to malfunctioning or safety risks				
		3.4	Refer specialist maintenance tasks to service engineers or other qualified personnel as appropriate				
		3.5	Maintain maintenance and fault records as appropriate to equipment type and organisational procedures				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
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(if sampled)



## 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 make replicas or representations	1.1	Explain the reasons for making a replica or representation				
		1.2	Agree the requirements for making the replica or representation				
		1.3	Make accurate replicas or representations according to need and feasibility				
		1.4	Ensure the condition and security of replicas or representations is maintained				
2	Be able to maintain the integrity and security of the original	2.1	Maintain the integrity and safety of the heritage during the copying process				
		2.2	Ensure the heritage is returned to a suitable location and condition post-operation				
3	Be able to record relevant information on the provenance, purpose and care of the copy	3.1	Record how and why the copy was made				
		3.2	Record the purpose and provenance of the copy				
		3.3	Ensure that copies can be distinguished from the original heritage				
		3.4	Provide instructions on the care and maintenance of copies where they are intended for long-term use				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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(if sampled)

# Unit 56: Handle, clean and reposition cultural heritage objects

**Unit reference number:** M/601/6854

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 36

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## Unit aim

This unit is about handling and cleaning objects or components of structures according to conservation standards; labelling objects or components and recording actions; packing or applying protection, preparing locations ready for objects or components, and unpacking and installing them.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 73: J/601/6844 Contribute to the care of cultural heritage objects.**

## 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 handle and clean cultural heritage objects	1.1	Describe a range of methods and materials used for cleaning objects and explain when they should be used				
		1.2	Consult records relating to the objects to identify any matters that need to be taken into account in handling and cleaning				
		1.3	Select and use methods and materials appropriate to the object and the work to be carried out, testing them before implementing them				
		1.4	Carry out routine handling and cleaning of objects according to conservation standards				
		1.5	Describe how to report any signs of damage or deterioration that require further attention				
2	Be able to label and record objects	2.1	Label objects using appropriate methods and materials				
		2.2	Make accurate and clear records of actions as appropriate to the work context				
3	Be able to pack, move and install objects	3.1	Use appropriate packing and protection to ensure the security of objects for transport				
		3.2	Ensure the suitability of the environment for objects during handling and transport				
		3.3	Prepare locations to accommodate objects				
		3.4	Unpack objects and check them for signs of damage and deterioration				
		3.5	Install objects as required in their new locations				

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
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## **Unit 57: Promote and sell goods and services in a creative and cultural organisation**

**Unit reference number: A/601/6873**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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### **Unit aim**

This unit is about promoting and selling goods and services in a creative and cultural organisation. Goods and services could include, for example, tickets for exhibitions and events, corporate hospitality and room hire, or sales of food and merchandise. You will need to develop your knowledge of the products and services available within your organisation and develop the most effective methods to promote and market them to customers, visitors or audiences.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 research information to support the sale of goods and services	1.1	Research details of the goods or services available in the organisation				
		1.2	Identify the way goods and services have previously been promoted and how well they have sold				
		1.3	Identify the organisation's financial or other targets for the sales of goods or services				
		1.4	Identify the target market for relevant goods and services, determining which individuals or groups want which goods or services				
2	Be able to promote and sell goods and services	2.1	Ensure that the products and services offered meet customer needs				
		2.2	Describe different ways to promote goods and services to target markets				
		2.3	Develop different selling techniques to suit the various goods or services and their target markets				
		2.4	Present and display goods and services to appeal to customers				
		2.5	Provide customers, visitors or audiences with information on the goods and services to meet their needs				
		2.6	Respond to customer queries				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assist in improving sales and developing commercial opportunities	3.1	Provide information to others in the organisation to help them develop commercial opportunities			
		3.2	Share customer feedback with colleagues to help develop services or products			
		3.3	Identify opportunities to 'cross-sell' goods or services			
		3.4	Work with others in the organisation to improve product and service offerings			
4	Know how to follow organisational procedures in selling goods and services	4.1	Explain the organisation's health and safety policies			
		4.2	Describe relevant security procedures			
		4.3	Explain agreed payment policies and procedures			
		4.4	Describe how customer complaints are dealt with according to the organisation's procedures			

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

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

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(if sampled)

# Unit 58: Work with volunteers in a creative and cultural context

**Unit reference number:** R/601/6913

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 24

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## Unit aim

This unit is about identifying opportunities for volunteers to become involved in your work and working with them to achieve work aims in a creative and cultural context.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 62: L/601/6893 Supervise and support the work of others in creative and cultural contexts.**

## 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 analyse and communicate opportunities for involving volunteers in the work programme	1.1	Evaluate current and future areas of their work that could be supported by volunteers				
		1.2	Explain opportunities and needs for volunteer support to those responsible for recruiting or managing volunteers				
		1.3	Explain any code of practice or policy their organisation has for working with volunteers				
2	Be able to agree and explain the work to be done by volunteers	2.1	Brief volunteers on the work to be done, providing clear instructions and demonstrating tasks where needed				
		2.2	Agree responsibilities and working methods, ensuring that volunteers understand what is expected of them				
		2.3	Ensure that the work allocated is within the capability of the volunteers				
		2.4	Answer any questions volunteers may have on their work and on the facilities and support available to them				
		2.5	Agree an appropriate level of supervision and support with volunteers				
		2.6	Explain how volunteers' work fits in to any overall objectives and timescales and contributes to the work of the organisation or overall project				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support volunteers in their work	3.1	Encourage and support volunteers to take ownership of their work			
		3.2	Communicate with volunteers in ways that are appropriate to their needs			
		3.3	Demonstrate that they treat volunteers courteously, respect their diversity and show respect for their roles and contributions			
		3.4	Evaluate volunteers' contributions to work objectives and tasks, providing constructive feedback			
		3.5	Obtain advice and guidance on working with volunteers where necessary			

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

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

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(if sampled)

# **Unit 59: Maintain competence and undertake work-related learning in the creative and cultural sector**

**Unit reference number: D/601/6865**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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## **Unit aim**

This unit is about actively keeping job skills and knowledge up-to-date, taking an interest in relevant aspects of the creative and cultural sector and making use of relevant learning opportunities in the workplace and outside it.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 keep work skills and knowledge up-to-date	1.1	Evaluate any expected changes to their own work role and responsibilities				
		1.2	Identify the skills and knowledge needed to respond to change and keep up-to-date				
		1.3	Identify opportunities for development and evaluate the implications for their own skills and knowledge				
		1.4	Undertake appropriate activity to update or acquire new knowledge and skills as relevant				
2	Be able to investigate relevant areas of the creative and cultural sector that are of interest	2.1	Identify learning opportunities relevant to work role or aspirations				
		2.2	Apply relevant sources of information to learn more about an area of interest				
		2.3	Perform activities which share learning with colleagues inside and outside the organisation				
3	Be able to utilise relevant learning opportunities	3.1	Identify learning opportunities relevant to his or her work needs and aspirations				
		3.2	Assess, prioritise and make use of relevant learning opportunities				
		3.3	Critically evaluate learning outcomes gained from work activity				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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(if sampled)

# **Unit 60: Taking responsibility for work in a creative and cultural context**

**Unit reference number: D/601/6901**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 24**

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## **Unit aim**

This unit is about identifying the requirements of your role and what is expected from you by others in the organisation in which you work; it also includes evaluating your performance and improving your skills, knowledge and understanding. In the cultural heritage sector, it can be particularly important to consider your own development due to lack of formal progression routes and high levels of competition for jobs.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand their personal work role and expectations	1.1	Ensure that they are clear about their role, work objectives and the standard of work expected				
		1.2	Identify the extent of their responsibility and authority, including where they can make decisions and where they need to seek advice from others				
		1.3	Agree with their manager how they will evaluate their work and evaluate progress against objectives				
2	Be able to complete work to the standards required	2.1	Complete work on time, to the standards required and within budget or resource constraints				
		2.2	Keep their manager or other relevant colleagues informed of progress, highlighting any successes, concerns and potential problems				
		2.3	Monitor and evaluate their work standards, results and processes				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to use feedback and reflection to improve performance and inform learning	3.1	Seek feedback on their work from colleagues				
		3.2	Respond to feedback as necessary to improve performance and identify future learning				
		3.3	Evaluate their skills, knowledge and understanding in relation to their work role, identifying strengths and areas that need further development				
		3.4	Take appropriate action to develop skills, knowledge and understanding as necessary, identifying and agreeing any necessary time and resources				
		3.5	Complete any appraisal or evaluation process used by their organisation				

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

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(if sampled)

# **Unit 61: Work effectively with other people in a creative and cultural context**

**Unit reference number:** L/601/6912

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 24

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## **Unit aim**

This unit is about developing and maintaining effective working relationships with immediate colleagues, as well as those in the wider organisation or from other organisations. This unit is important because collaboration is central to the way in which many cultural heritage organisations work.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 effective working relationships with others	1.1	Respond positively to opportunities to work with other people				
		1.2	Identify the roles and responsibilities of others in relation to the work in hand				
		1.3	Explain his or her personal role and work activities clearly				
		1.4	Clarify issues proposed by others				
		1.5	Identify his or her strengths and limitations and those of others s/he is working with in order to make effective use of his or her and others' abilities				
		2	Be able to work effectively with others	2.1	Identify and communicate his or her intentions and expectations clearly		
		2.2	Identify the intentions and expectations of others				
		2.3	Identify and avert potential problems when working with others, seeking advice from the relevant manager or colleagues if needed				
		2.4	Perform a progress briefing session for those with whom s/he is working up-to-date				
		2.5	Perform work activities on time and to budget or within resource allocations where possible				
		2.6	Identify where advice can be sought where necessary				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to seek, give and respond to feedback	3.1	Summarise feedback from others regarding their own work performance			
		3.2	Review and revise actions in response to feedback to improve performance			
		3.3	Identify potential future learning needed			
		3.4	Give feedback to others on their work when requested			

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

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(if sampled)

# Unit 62: Supervise and support the work of others in creative and cultural contexts

**Unit reference number:** L/601/6893

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 48

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## Unit aim

This unit is designed for people who supervise others in a creative and cultural context, including team leaders and those responsible for supervising trainees or assistants on a regular or occasional basis. It concerns ensuring work objectives are contributing appropriately to those of the organisation, allocating work effectively, and leading and supporting the development of others.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 15: L/601/6876 Develop, lead and motivate others in a creative and cultural organisation and unit 58: R/601/6913 Work with volunteers in a creative and cultural context.**

## 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 work objectives and plans	1.1	Set work objectives and activities for others that contribute to organisational objectives and requirements				
		1.2	Allocate work in a way that takes account of individuals' skill levels, abilities and strengths				
		1.3	Where relevant ensure that activities provide appropriate development opportunities for individuals, referring to any agreed plans where necessary				
2	Be able to lead and support others	2.1	Communicate work plans to others in sufficient detail and at a level and pace appropriate to them				
		2.2	Explain work objectives and tasks in a way that is clear and gains the commitment of others				
		2.3	Give clear instructions and guidance about the work to be done				
		2.4	Create a trusting and open environment that encourages peer support and open communication				
		2.5	Demonstrate or take people through any steps or skills where necessary				
		2.6	Answer any questions clearly and accurately				
		2.7	Demonstrate that they can treat others with courtesy and respect their diversity				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to monitor work and provide feedback	3.1	Supervise and monitor work as appropriate to the task and the person's abilities and level of confidence			
		3.2	Give constructive feedback at points designed to improve performance and aid development			
		3.3	Provide opportunities for others to evaluate their own work			
		3.4	Give opportunity to enable people to respond to feedback and recommend how they could improve their work			
		3.5	Ensure the confidentiality of all feedback to individuals and teams			

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

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(if sampled)

# Unit 63: Deliver learning or interpretation activities in a creative and cultural context

**Unit reference number:** Y/601/6850

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 48

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## Unit aim

This unit is about planning and making inputs into events designed to engage and inform or educate audiences, visitors or customers in a creative and cultural context.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 25: A/601/6887 Plan and deliver learning or interpretation activities in a creative and cultural context.**

## 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 purpose and objectives for a learning or interpretive activity	1.1	Identify the needs of the target audience				
		1.2	Explain the purpose of the activity and the learning objectives to be covered				
		1.3	Identify the resources and timetable for the event				
2	Be able to plan a learning or interpretive activity	2.1	Devise a plan and ensure that it meets the identified audience needs and learning objectives				
		2.2	Prepare or obtain any materials and resources needed to support the activity				
		2.3	Check the resources and arrangement of the venue are ready for the activity				
		2.4	Undertake a risk assessment for the activity				
3	Be able to deliver a learning or interpretation activity	3.1	Communicate with the audience in a manner that is clear and appropriate to their needs				
		3.2	Present information clearly and accurately				
		3.3	Encourage participants to ask questions				
		3.4	Ensure the safety and security of the audience and of any objects and resources used in the activity				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to evaluate a learning or interpretive activity	4.1	Review if the activity has enabled the identified learning objectives to be met			
		4.2	Review the activity in relation to its success in meeting participant need			
		4.3	Review own contribution to the activity			
		4.4	Discuss any modifications to the activity and the resources used that could improve its effectiveness in the future			

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

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(if sampled)

# **Unit 64: Provide interpretation for creative and cultural exhibitions or displays**

**Unit reference number: K/601/6884**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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## **Unit aim**

This unit is about providing interpretation collections, displays and exhibitions in a creative or cultural organisation or context. It may be undertaken by a person working alone or as part of an education/learning/interpretation or collections team.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 purpose and objectives for interpretation	1.1	Identify the objectives of any learning or interpretation programmes or strategies that need to be taken into account				
		1.2	Compare interpretation in the organisation or elsewhere, identifying relevant learning and design points				
		1.3	Describe the target audience and their needs relevant to the interpretation				
		1.4	Define the purpose of the interpretation and the themes, aims and learning objectives to be covered				
		1.5	Identify and review the budget and resources available for interpretation for the exhibition or display				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Be able to develop and put in place interpretation for an exhibition or display	2.1	Design interpretation materials to meet the identified audience needs and learning objectives				
	2.2	Manage the production of the required materials				
	2.3	Ensure that the information conveyed is relevant, clear and accurate				
	2.4	Ensure all materials are approved by the relevant people				
	2.5	Ensure all materials are in place to provide the required interpretation, working with others to ensure that they are set up as required and in accordance with the overall plan for the exhibition or display				
	2.6	Identify potential copyright and security issues and protect materials as appropriate				
3 Be able to evaluate interpretative materials and resources	3.1	Use appropriate methods to check the effectiveness of interpretive materials and methods				
	3.2	Evaluate the interpretation in relation to its success in meeting visitor or audience needs				
	3.3	Identify any ways in which interpretation can be made more effective in the future				

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

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(if sampled)



## 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 resources to be developed	1.1	Identify the overall aims to be met by the learning materials				
		1.2	Identify the needs of potential users				
		1.3	Review the suitability of existing materials in meeting the identified aims and needs				
		1.4	Identify where new or modified materials are needed				
		2.1	Explain the themes, aims and learning objectives to be covered by the materials				
2	Be able to develop learning resources	2.2	Agree the budget and resources for developing, producing and disseminating the materials				
		2.3	Design and develop the materials, consulting on and testing them before agreeing final versions				
		2.4	Ensure materials are fit for purpose				
		2.5	Agree the finalised materials with the appropriate people, gaining formal approval where necessary				
		3.1	Use feedback on materials to inform changes and future resource development				
3	Be able to evaluate learning resources	3.2	Review materials produced against the identified learning objectives				

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
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## Unit 66:

## Undertake marketing activities in a creative and cultural context

**Unit reference number:** K/601/6903

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 48

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### Unit aim

This unit is about preparing for, conducting and reviewing marketing activities in a creative and cultural organisation. It could include for instance preparing and distributing press releases, creating advertisements, co-ordinating mailings, using web-based marketing, or organising promotional events.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 2: F/601/6843 Conduct marketing in a creative and cultural context.**

## 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	Plan to undertake marketing activities	1.1	Identify the target audience for marketing activities				
		1.2	Identify objectives and targets for marketing activities				
		1.3	Prepare a plan identifying what marketing activities will happen when				
		1.4	Ensure the marketing plan conforms with relevant legislation, guidelines, codes of conduct and organisational policies				
2	Conduct marketing communications	2.1	Identify and secure the support of people who need to be involved in marketing communications				
		2.2	Produce or specify required copy and materials, ensuring they are published or distributed via the relevant media				
		2.3	Ensure all marketing copy and materials are accurate and conform to the organisation's approved style, checking them with others as required				
		2.4	Ensure the content and design of materials are appropriate for the intended audiences				
		2.5	Ensure that copy and materials are available as required				
3	Collect data to review marketing activities	3.1	Identify and collect data to assess the effectiveness of marketing activities				
		3.2	Analyse collected data to contribute to assessing the success of marketing activities				
		3.3	Use the results of the assessment to modify activities where required				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
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(if sampled)

# **Unit 67: Raise funds for a creative and cultural organisation**

**Unit reference number: M/601/6885**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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## **Unit aim**

This unit is about raising funds to support the work of a creative and cultural organisation. It can be applied to fundraising from individuals, grant-providing bodies and corporate donors or sponsors.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 where to focus fundraising effort	1.1 Evaluate any fundraising strategy or overall plan				
	1.2 Discuss with others where best to concentrate fundraising effort				
	1.3 Research current and previous funders to identify what funding they gave, when, and what it was for				
	1.4 Research potential funders and their current funding policies and criteria				
2 Be able to establish and maintain relationships with prospective funders	2.1 Work with colleagues to identify suitable prospective funders and draw up a plan for approaching them				
	2.2 Maintain relationships with current funders through regular contact using appropriate means of communication				
	2.3 Maintain details of all correspondence in line with organisational procedures				
3 Be able to approach organisations and individuals for funding	3.1 Identify and agree with relevant colleagues how much to ask from prospective funders				
	3.2 Write a proposal for prospective funders, describing as appropriate: <ul style="list-style-type: none"> <li>• the purpose, value and strengths of the work to be funded</li> <li>• the organisation's vision, values and strengths</li> <li>• the benefits to the funder from funding the work</li> </ul>				
		3.3 Work with colleagues to approach prospective funders using events, meetings and direct contact as appropriate			

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## **Unit 68: Control the security of a cultural venue**

**Unit reference number: R/601/6846**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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### **Unit aim**

This unit is about maintaining the security of a cultural venue by controlling visitor access and monitoring the premises, taking necessary action where required.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 23: H/601/6883 Manage the security of a cultural venue.**

## 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 control access to the venue	1.1	Explain the organisation's requirements and procedures for controlling access to the venue including: <ul style="list-style-type: none"> <li>organisational security procedures</li> <li>health and safety requirements</li> <li>relevant legal requirements</li> </ul>		
		2	Understand how to receive and check visitors		
2	Understand how to receive and check visitors	2.1	Explain procedures that must be implemented when it is necessary to search personal belongings		
		2.2	Explain individuals legal rights in relation to security searches/scanning		
		2.3	Demonstrate that they treat visitors courteously		
		2.4	Implement organisational requirements for registering/recording visitors		
		2.5	Implement procedures for scanning, searching or storing personal belongings in line with the organisation's security procedures		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to maintain the security of the venue	3.1	Perform patrols of the venue at regular intervals according to the organisation's security procedures				
		3.2	Check the condition of the venue and items within it for security breaches or damage				
		3.3	Evaluate any security problems and take the appropriate action to overcome or minimise them				
		3.4	Provide clear instructions to people who are required to leave the premises				
		3.5	Maintain the health and safety of staff and visitors and the security of items in the venue				
		3.6	Complete required documentation according to the organisation's security procedures				

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## Unit 69:

## Deliver reliable customer service

**Unit reference number:** J/601/1210

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 33

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### Unit aim

This unit is about how the learner delivers consistent and reliable service to customers. As well as being good with people, the learner needs to work with their organisation's service systems to meet or exceed customer expectations. In the learner's job there will be many examples of how they combine their approach and behaviour with their organisation's systems. The learner will need to prepare for each transaction with a customer, deal with different types of customers in different circumstances and check that what they have done has met customer expectations. To meet this standard they have to deliver excellent customer service over and over again.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Prepare to deal with customers	1.1	Keep their knowledge of their organisation's services or products up-to-date				
		1.2	Ensure that the area they work in is tidy, safe and organised efficiently				
		1.3	Prepare and arrange everything they need to deal with customers before their shift or period of work commences				
2	Give consistent service to customers	2.1	Make realistic customer service promises to customers				
		2.2	Ensure that their promises balance the needs of their customers and their organisation				
		2.3	Keep their promises to customers				
		2.4	Inform their customers if they cannot keep their promises due to unforeseen circumstances				
		2.5	Recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements				
		2.6	Keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Check customer service delivery	3.1	Check that the service they have given meets their customers' needs and expectations				
		3.2	Identify when they could have given better service to customers and how their service could have been improved				
		3.3	Share information with colleagues and service partners to maintain and improve their standards of service delivery				
4	Know how to deliver reliable customer service	4.1	Describe their organisation's services or products				
		4.2	Explain their organisation's procedures and systems for delivering customer service				
		4.3	Describe methods or systems for measuring an organisation's effectiveness in delivering customer service				
		4.4	Explain their organisation's procedures and systems for checking service delivery				
		4.5	Explain their organisation's requirements for health and safety in their area of work				

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(if sampled)

# **Unit 70: Catalogue objects and collections**

**Unit reference number: T/601/6841**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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## **Unit aim**

This unit concerns collecting and recording the information required to catalogue cultural heritage objects and collections, using manual or electronic systems as relevant.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand how to identify information required for cataloguing objects	1.1	Identify the objects to be catalogued				
		1.2	List the classes of information to be obtained				
		1.3	Identify relevant sources of information				
		1.4	Identify appropriate procedures for obtaining, selecting, classifying and recording information				
2	Know how to collect and record information on objects	2.1	Examine objects without putting them at risk				
		2.2	Collect information on each object according to the identified requirements				
		2.3	Review the information that has been collected for accuracy and completeness				
		2.4	Record the information accurately in an agreed format				
3	Be able to catalogue objects	3.1	Catalogue objects using the organisation's agreed formats, systems and procedures				
		3.2	Ensure that all required information about each object is entered correctly, identifying any information that is unavailable				
		3.3	Use information systems correctly, ensuring any access and file management procedures are followed and the relevant levels of access and confidentiality are maintained				

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(if sampled)

# Unit 71: Monitor the security and environment of cultural heritage objects

**Unit reference number:** T/601/6869

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 36

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## Unit aim

This unit covers maintenance of the security and basic environmental conditions of cultural heritage objects, including protection from abuse, theft, extremes of environment, fire or flood. It is not intended to cover detailed environmental monitoring for conservation purposes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 51: R/601/6877 Protect cultural heritage through basic conservation measures.**

## 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 monitor the security and environment of objects	1.1	Identify the security and environmental requirements for protecting objects				
		1.2	Monitor objects for indications of security or environmental problems, making use of monitoring equipment where installed				
		1.3	Check security and environmental systems for correct functioning				
		1.4	Identify and assess any security or environmental problems or faults, and take action to correct them or summon relevant assistance				
2	Be able to manage visitors' access to objects	2.1	Monitor visitors and control their access as relevant to objects' protection needs				
		2.2	Ensure visitors are provided with correct information on access to objects and how much contact with objects is allowed				
		2.3	Ensure any signs and barriers are correctly positioned and their meaning is clear				
		2.4	Maintain the health and safety of staff and visitors at all times				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to take action in the event of threats to objects' security and environmental conditions	3.1	Identify situations that threaten the security and environment of objects and take prompt action to prevent them escalating				
		3.2	Provide clear instructions to people who are required to leave the premises				
		3.3	Summon additional assistance when an incident cannot be handled within the immediately available resources				
		3.4	Report incidents promptly and accurately, documenting them according to the organisation's procedures				

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# **Unit 72: Contribute to the care of a cultural venue premise**

**Unit reference number: D/601/7515**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 24**

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## **Unit aim**

This unit is about on-going care of the premises in which your organisation operates. It covers the identification of any maintenance requirements and undertaking of maintenance activities including cleaning or minor repairs in line with your organisational and job requirements.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 monitor the condition of premises	1.1	Examine the condition of the premises according to agreed schedules				
		1.2	Explain reasons for changes in conditions				
2	Be able to report on condition of premises	2.1	Report indications of changes to relevant people				
		2.2	Record information accurately in appropriate documentation				
3	Be able to undertake minor maintenance activities	3.1	Identify any problems and report to relevant staff member				
		3.2	Describe the types of maintenance activities to be carried out				
		3.3	Implement minor maintenance activities				
		3.4	Accurately record maintenance activities using appropriate documentation				
4	Be able to carry out all procedures in line with health and safety regulations and procedures	4.1	Perform activities which keep work and public areas free from health and safety hazards				
		4.2	Perform activities according to all health and safety regulations and procedures				
		4.3	Identify potential health and safety hazards				
		4.4	Produce reports which identify potential health and safety hazards				
		4.5	Carry out appropriate action to prevent harm to self and others				

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# Unit 73: Contribute to the care of cultural heritage objects

**Unit reference number:** J/601/6844

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 36

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## Unit aim

This unit is about the basic day-to-day care of cultural heritage objects by non-specialists, for instance curatorial, visitor services or education staff who need to monitor, handle or carry out non-interventive cleaning of objects as part of their role. It is not intended for specialist conservation assistants or technicians.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/strategy.

**This unit is a barred combination with unit 51: R/601/6877: Protect cultural heritage through basic conservation measures, unit 52: F/601/6907 Undertake routine conservation treatments for cultural heritage, unit 53: D/601/6834: Apply preventive conservation measures for cultural heritage and unit 56: M/601/6854 Handle, clean and reposition cultural heritage objects.**

## 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 handle objects correctly	1.1	Identify the correct handling procedures for the relevant objects, checking them with relevant specialists where uncertain				
		1.2	Handle objects according to the relevant procedures and guidelines, without putting them at risk				
		1.3	Maintain the security of objects in line with organisational procedures				
2	Be able to carry out basic care procedures	2.1	Follow the correct procedures for caring for the relevant objects				
		2.2	Evaluate potential risks associated with caring for objects, checking with relevant specialists where there is a risk of actions being detrimental to the object				
		2.3	Discuss any potential difficulties in achieving the care requirements for the objects, informing the relevant people				
		2.4	Maintain records of care procedures that have been undertaken				
3	Be able to monitor the condition of objects	3.1	Identify the correct environmental conditions required by objects and ensure that these are maintained				
		3.2	Identify any changes in condition of objects				
		3.3	Discuss the possible reasons for changes in conditions				
		3.4	Explain how to seek specialist assistance where the condition of objects is in danger of deterioration or there are difficulties achieving the required environmental conditions				

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## Unit 74:

## Provide guided tours in a cultural venue

**Unit reference number:** R/601/6880

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 48

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### Unit aim

This unit is about researching, preparing and delivering guided tours in a cultural heritage context. This may involve developing a narrative thread to contextualise the item, building or object, selecting accurate information to be included in the tour and tailoring the pace, format, and style of your presentation appropriately to suit the needs of your audience. This unit can be used by people working in for example visitor services, education or collections.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 plan and prepare guided tours	1.1	Identify when authorisation is required to conduct the tour				
		1.2	Identify any overall themes, narrative threads and objectives for the tour				
		1.3	Develop a plan of the route, duration and items to be included in the tour				
		1.4	Identify and research the information to be included and the pace at which it is to be delivered				
		1.5	Assess the appropriateness of the content, pace and duration of the planned tour for visitors				
		1.6	Assess the potential risks to visitors to minimise injury and accidents				
		1.7	Assess the location and availability of any facilities likely to be needed by visitors, including in emergency				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to conduct guided tours	2.1	Implement the tour according to the prepared route and schedule				
		2.2	Assess the format of the tour to ensure that the content and style of presentation is appropriate to the tour participants, adapting pace and delivery if required				
		2.3	Implement actions which encourage participants to maintain an interest in the subject of the tour				
		2.4	Apply actions required when assistance as needed to complete the tour				
		2.5	Implement the tour in a manner which maintains the health and safety of people and the security of items at all times				
3	Be able to provide information for visitors	3.1	Develop answers to visitors' questions accurately and in a way that maintains interest				
		3.2	Identify other suitable sources of information when visitor questions can't be immediately answered				
		3.3	Implement actions which encourage visitors to use additional sources of information relevant to the subject of the tour				

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# **Unit 75: Support the organisation of creative and cultural events or exhibitions**

**Unit reference number: H/601/6897**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 36**

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## **Unit aim**

This unit is about providing support before, during and after an event or exhibition including planning the event or exhibitions, helping on the day, and being involved in the evaluation. Events could include, for instance, open days, fundraising dinners, exhibition private views, or educational events.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 support the planning and preparation of events and exhibitions	1.1 Identify clearly the requirements of the exhibition or event and confirm them with all the relevant people before commencement			
	1.2 Work with the appropriate people or stakeholders to plan an event or exhibition			
	1.3 Collate the information for an event or exhibition diary			
	1.4 Clarify the roles and responsibilities of those involved in the event or exhibition			
	1.5 Provide information and support to market and promote the event or exhibition			
2 Be able to support the operation of events and exhibitions	2.1 Work collaboratively with others to support the physical preparation for an event or exhibition			
	2.2 Provide information and assistance to support the opening and closing down of an event or exhibition			
	2.3 Provide information and assistance to support the running of an event or exhibition			
3 Be able to provide information to support the evaluation of events and exhibitions	3.1 Record ongoing information and feedback on the event or exhibition			
	3.2 Provide information to support the evaluation of the event or exhibition and aid improvements to future activities			
	3.3 Record the evaluation of the event or exhibition			

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## 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 hazards and evaluate the risks in the workplace	1.1	Identify workplace instructions that are relevant to them and their job role				
		1.2	Identify working practices and hazards in the workplace that could be harmful				
		1.3	Evaluate the hazards and prioritise in risk order				
		1.4	Report hazard(s) to the responsible person				
2	Be able to reduce the risks to health and safety in the workplace	2.1	Perform work activities at own level of competence in accordance with identified health and safety: <ul style="list-style-type: none"> <li>- workplace policies</li> <li>- instructions and procedures</li> <li>- suppliers and manufacturers' information and</li> <li>- relevant legal requirements</li> </ul>				
		2.2	Manage hazards in accordance with workplace instructions and legal requirements				
		2.3	Report any differences between workplace instructions and supplier/manufacturer instructions				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to reduce risks to health and safety in the workplace	3.1	Explain their responsibility in remaining alert to hazards and risks			
		3.2	Describe own responsibilities and scope for action in controlling risk			
		3.3	Explain the importance of adhering to health and safety policies and practices			
		3.4	Describe where and when to get additional health and safety assistance			
		3.5	Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace			

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(if sampled)

## Unit 77:

## Give customers a positive impression of yourself and your organisation

**Unit reference number:** L/601/0933

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 33

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### Unit aim

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this, the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learner's behaviour counts when dealing with a customer.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Establish rapport with customers	1.1	Meet their organisation's standards of appearance and behaviour				
		1.2	Greet their customer respectfully and in a friendly manner				
		1.3	Communicate with their customer in a way that makes them feel valued and respected				
		1.4	Identify and confirm their customer's expectations				
		1.5	Treat their customer courteously and helpfully at all times				
		1.6	Keep their customer informed and reassured				
		1.7	Adapt their behaviour to respond to different customer behaviour				
2	Respond appropriately to customers	2.1	Respond promptly to a customer seeking help				
		2.2	Choose the most appropriate way to communicate with their customer				
		2.3	Check with their customer that they have fully understood their expectations				
		2.4	Respond promptly and positively to their customer's questions and comments				
		2.5	Allow their customer time to consider their response and give further explanation when appropriate				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Communicate information to customers	3.1	Quickly find information that will help their customer				
		3.2	Give their customer information they need about the services or products offered by their organisation				
		3.3	Recognise information that their customer might find complicated and check whether they fully understand				
		3.4	Explain clearly to their customers any reasons why their expectations cannot be met				
4	Understand how to give customers a positive impression of themselves and the organisation	4.1	Describe their organisation's standards for appearance and behaviour				
		4.2	Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately				
		4.3	Identify their organisation's rules and procedures regarding the methods of communication they use				
		4.4	Explain how to recognise when a customer is angry or confused				
		4.5	Identify their organisation's standards for timeliness in responding to customer questions and requests for information				

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(if sampled)

## **Unit 78: Undertake colour management procedures**

**Unit reference number: M/600/9001**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 50**

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### **Unit aim**

This unit enables learners to undertake colour management procedures. It involves calibrating and profiling hardware to maintain colour accuracy from image capture to output and is likely to include using a range of technology and equipment including digital cameras, scanners, monitor, proofing devices and printers.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand key issues relating to undertaking colour management procedures	1.1	Explain the principles of colour theory, colour mode and colour profiles				
		1.2	Explain the process of a colour managed workflow from image capture to image output				
2	Be able to manage and calibrate hardware to maintain colour accuracy	2.1	Identify the hardware devices in a digital workflow that require calibration				
		2.2	Identify equipment used for colour calibration				
		2.3	Explain the importance of controlling the environment of the digital workplace				
		2.4	Obtain standard reference material and test cards as required				
		2.5	Calibrate the hardware devices of the system				
		2.6	Create and store hardware colour profiles				
		2.7	Check that the colour calibration profiles are used in a colour managed digital workflow				
		2.8	Explain the need to monitor the digital output against the relevant reference material at specified intervals				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to manage embedded image colour profiles	3.1	Establish whether an image has an embedded colour profile				
		3.2	Assign and/or convert embedded colour profiles to image as required by business/organisation requirements				
		3.3	Save an image with an appropriate embedded profile for screen use				
		3.4	Select an appropriate printer profile for use with image printing				
4	Be able to store images/files for future use	4.1	Identify the intended future use of images				
		4.2	Record and store information relating to the calibration and profiles in the digital workflow				
		4.3	Retain a master copy of images in an appropriate format				
5	Understand health and safety and business requirements relating to undertaking colour management procedures	5.1	Identify relevant aspects of health and safety legislation				
		5.2	Take appropriate action to minimise potential risks and hazards				
		5.3	Check that all business procedures are followed				

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(if sampled)

# **Unit 79: Undertake photography assignment of cultural heritage objects**

**Unit reference number: T/506/3325**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 40**

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## **Unit aim**

This unit is about identifying the requirements of the learner's role assisting a photographer and what others expect from them. It also includes evaluating performance and improving technical skills, knowledge and understanding.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand how to assist in the photography of paintings and sculptures using specialist lighting techniques and equipment	1.1	Explain the principles of assisting with the photography of paintings and sculptures				
		1.2	Explain a work objective and plan, to photograph paintings and sculptures				
		1.3	Explain the extent of their own responsibility and authority				
		1.4	Explain how to set up lighting and other equipment for specific objects being photographed				
2	Be able to process images to the standard required by the organisation	2.1	Capture effective photographic images				
		2.2	Operate an effective photographic workflow, within the timescale agreed				
		2.3	Communicate with managers and colleagues, to inform on progress and any potential problems				
		2.4	Monitor and evaluate a project in line with organisational procedures				

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

# **Unit 80: Maintain an image management system**

**Unit reference number:** A/506/3326

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 50

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## **Unit aim**

This unit is about managing and preserving photographic images. This involves the operation of image management systems and also the legal ownership and rights associated with images.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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	Understand the terms and conditions that meet legal requirements for the protection of images	1.1	Explain the legal terms of protection for images				
		1.2	Analyse the relationship between owner's, author's and artists intellectual rights				
		1.3	Explain how to use metadata within the image management environment				
		1.4	Explain how to carry out activities to keep up to date with legal requirements				
2	Understand an image management system	2.1	Explain the image management system (IMS) as part of an overall collection management system				
		2.2	Explain image protection for images including storage media and file formats				
3	Be able to operate an image management system	3.1	Identify the process to follow to operate an image management system				
		3.2	Process images, adhering to organisation procedures				
		3.3	Input metadata into a management system				

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

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



## **Unit 81: Source, manipulate and export images**

**Unit reference number:** F/506/3327

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 30

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### **Unit aim**

This unit is about developing a range of skills to search and acquire existing archived images to reprocess and export derivatives for further use.

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

There are no specific assessment requirements for this unit. Please refer to the overall Creative & Cultural Skills assessment requirements/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 provide existing images to a specification and retrieve, resize and reformat files	1.1 Source existing images for a wide range of uses: <ul style="list-style-type: none"> <li>• a presentation</li> <li>• a catalogue reproduction</li> <li>• a poster production</li> <li>• press releases</li> <li>• digital photographic prints</li> </ul>			
	1.2 Retrieve, resize and reformat files			
2 Be able to source images from a variety of locations	2.1 Identify ways of sourcing images from different locations			
	2.2 Undertake research to source images			
3 Be able to reduce and interpolate image sizes and store images	3.1 Reduce image sizes using different methods			
	3.2 Interpolate image sizes using different methods			
	3.3 Store images in line with organisational procedures			
4 Be able to export images by file transfer	4.1 Export images by file transfer using different methods			

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

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_

## 12 Further information and useful publications

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

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

Key publications:

- Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

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

## 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 offered on our website: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training).

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

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

The national programme of training we offer is on our website at: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## Support services

**Face-to-face support:** our team of Regional Quality Managers, based around the country, is 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

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

# Annexe A: Assessment requirements/strategy

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## Creative & Cultural Skills Assessment Strategy

### 1. Introduction

This Assessment Strategy is applicable to all QCF occupational qualifications at all levels within the Creative and Cultural footprint unless otherwise specified.

These Assessment Principles are designed to supplement the guidance issued by the Regulatory Authorities, including the Additional Regulatory Requirements for Qualifications of the Type NVQ within the QCF, and guidance issued by Awarding Organisations.

### 2. Simulation

Any simulation allowed must:

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

Unless otherwise indicated, it is a general principle that evidence from simulations should only be employed under the following circumstances:

- where for the candidate to be assessed performing this task in a real working environment could be deemed to pose risks to the themselves or others .
- 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
- at the discretion of the Awarding Organisation where it is considered the environment provided fully reflects a commercial working environment and that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation.

Any simulation must be approved in advance by the External Verifier, and clear reasons must be given for its intended use. If approval is given, all Awarding Organisation guidance and requirements must be observed.

### 3. Evidence

Workplace performance evidence should form the greatest proportion of each candidate's evidence, attesting to the fact that for an occupational qualification the candidate has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills.

Other types of acceptable evidence include, but are not limited to:

- Witness Testimony (Details of acceptable witnesses are found in "Section 4: Expertise of assessors, verifiers and witnesses")
- Logs/Diaries kept by Candidates
- Recorded answers to questions posed by the Assessor
- Recorded/Transcribed Interviews with the Candidate
- Recorded use of up-to-date commercial/industrial equipment
- E-portfolios and other forms of digital media
- Works documentation attributable to the candidate
- Both interim and final internal verification.

#### **4. Expertise of assessors, verifiers and expert witnesses**

Assessors must:

- Be competent to make qualitative judgements about the QCF units they are assessing. Illustrations of competence could include the assessor:
  - Having achieved the award/units themselves
  - Having substantial demonstrable experience in the job roles they are assessing
- Hold appropriate assessor qualifications, as currently required by the regulatory authorities.
- Carry out their duties in accordance with current guidance on assessment practice issued by the regulatory authorities and the appropriate Awarding Organisation.
- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)
- Have a working knowledge of the NOS and the awards and a full understanding of that part of the award for which they have responsibility. The Awarding Organisation will confirm this through examination of relevant CVs supported by relevant references.
- Meet any additional requirements as specified by the Awarding Organisation.

##### **Internal verifiers must:**

- Hold appropriate verifier qualifications, as currently required by the regulatory authorities.
- Carry out their duties in accordance with current guidance on verification practice issued by the regulatory authorities and the appropriate Awarding Organisation.
- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)
- Have relevant experience within the sector, a working knowledge of the QCF units/award and a full understanding of that part of the units/award for which they have responsibility. The Awarding Organisation will confirm this through examination of relevant CVs supported by relevant references.
- Meet any additional requirements as specified by the Awarding Organisation

##### **External verifiers must:**

- Be familiar with and/or experienced in the relevant sector and/or context to be able to verify that candidate evidence has met the requirements of the award and the requirements of the appropriate Awarding Organisation
- Be in possession of or be working towards the V2 or hold the D35 External Verifier Award. To be achieved within 12 months of registration in England, Wales and Northern Ireland.
- Carry out their duties in accordance with the current guidance on verification practice issued by the regulatory authorities and appropriate Awarding Organisation.
- Maintain appropriate evidence of development activities to ensure their verification skills and occupational awareness are current (CPD)

- Not work with any centre in which they have a personal or financial interest
- Meet any additional requirements as specified by the Awarding Organisation
- Take part in continuing professional development activities offered by the Awarding Organisation or other relevant providers in the sector to keep up-to-date with developments relating to the award and changes taking place in the industry

**Expert Witnesses must:**

Be competent to make judgements about the activity for which they are providing the testimony. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Verifier

**July 2014**

**For more information on Edexcel and BTEC qualifications please visit our websites: [www.edexcel.com](http://www.edexcel.com) and [www.btec.co.uk](http://www.btec.co.uk)**

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