

# Qualification Handbook

## BIIAB Level 3 Diploma in Cultural Heritage

601/6497/9

C00/0716/3

Version 2

**Table of Contents**

<b>1. About the BIIAB Level 3 Diploma in Cultural Heritage.....</b>	<b>1</b>
<b>2. About this Pack.....</b>	<b>2</b>
<b>3. BIIAB Customer Service .....</b>	<b>2</b>
<b>4. What are Rules of Combination (ROC)? .....</b>	<b>3</b>
<b>5. BIIAB Level 3 Diploma in Cultural Heritage Rules of Combination (ROC) and structure.....</b>	<b>4</b>
<b>6. Age Restriction.....</b>	<b>16</b>
<b>7. Progression .....</b>	<b>17</b>
<b>8. Assessment.....</b>	<b>17</b>
<b>9. Initial Assessment and Induction.....</b>	<b>21</b>
<b>10. Initial Registration.....</b>	<b>22</b>
<b>11. Delivery.....</b>	<b>22</b>
<b>12. Resources .....</b>	<b>23</b>
<b>13. Design and Delivery .....</b>	<b>24</b>
<b>14. Format of Units.....</b>	<b>25</b>
<b>15. Mandatory Units.....</b>	<b>26</b>

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **1. About the BIIAB Level 3 Diploma in Cultural Heritage**

#### **BIIAB Level 3 Diploma in Cultural Heritage**

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Qualification Wales Approval/Designation Number</b>
Level 3 Diploma in Cultural Heritage	601/6497/9	C00/0716/3

The BIIAB Level 3 Diploma in Cultural Heritage has been designed to give learners the knowledge, understanding and skills to work in roles including those of the 'Assistant Archivist', 'Assistant Exhibition Organiser', 'Museum Assistant' and 'Assistant Museum/Art Gallery Curator' for example in supporting acquisition of records & documents for preservation, assisting with cataloguing & indexing, developing knowledge regarding the use/interpretation of material, assisting exhibitions and events, researching grant opportunities, assisting planning/project management and maintenance of exhibition and displays, supporting laying out, hanging and interpreting objects, liaising with key staff, customer service, welcoming and assisting visitors, supporting the catalogue and promotion of collections, researching, assisting with storing and cleaning items in a collection.

It enables the learner to specialise in one six pathways including, 'Cultural Heritage', 'Learning and Interpretation', 'Conservation', 'Collections Management', 'Marketing and Fundraising' and Photography.

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **2. About this Pack**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **3. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **4. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## BIIAB Level 3 Diploma in Cultural Heritage

### 5. BIIAB Level 3 Diploma in Cultural Heritage Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Diploma in Cultural Heritage learners **must** achieve a **total of 60** credits. This **must** consist of:

- **Minimum total** credit: 60
- Mandatory units Group A **minimum** credit: 18
- Optional units Groups **minimum** credit: 42 from **ONE** pathway only (barred units apply)
  - A **minimum** of 42 credits **must** be achieved from **ONE** of six **optional pathways**:

#### **Optional Group B: Cultural Heritage**

Learners **must** achieve a **minimum** of 42 credits for this pathway taking account of the barred combinations.

#### **Optional Group C: Learning and Interpretation**

Learners **must** achieve a **minimum** of 42 credits for this Pathway; 12 credits from the Mandatory Group C units plus a **minimum** of 8 or **maximum** of 10 credits from ONE Unit in Optional Group C1 and a **minimum** of 20 credits from Optional Group C2.

#### **Optional Group D: Conservation**

Learners **must** achieve a **minimum** of 42 credits from this Pathway; 28 credits from the Mandatory Group D units plus a **minimum** of 14 credits from the Optional Group D units, taking account of the barred combinations.

#### **Optional Group E: Collections Management**

Learners **must** achieve a **minimum** of 42 credits in this Pathway; 24 credits from the Mandatory Group E units and a **minimum** of 18 credits from the Optional Group E units.

#### **Optional Group F: Marketing and Fundraising**

Learners **must** achieve a **minimum** of 42 credits; a **minimum** of 12 and **maximum** of 20 credits from Optional Group F1 units and a **minimum** of 22 credits from Optional Group F2 units, taking account of barred combinations.

#### **Optional Group G: Photography**

Learners **must** achieve a **minimum** of 42 credits for this Pathway; 24 credits from the Mandatory Group G units plus a **minimum** of 18 credits from the Optional Group G units, taking account of the barred combinations.

- A **minimum of 55** credits **must** be achieved through the completion of units at Level 3 and above

## BIIAB Level 3 Diploma in Cultural Heritage

- **GLH: 338**
- **TQT: 600**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### Mandatory Unit Group A

Unit no	UAN	Unit Title	Credit	Level	GLH
CH25	D/601/6901	Taking responsibility for work in a creative and cultural context	4	3	24
CH26	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	6	3	36
CH27	L/601/6912	Work effectively with other people in a creative and cultural context	4	3	24
CH41	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	4	3	38

### Optional Unit Group B: Cultural Heritage

Unit no	URN	Unit Title	Credit	Level	GLH
CH12	D/601/6882	Provide information on a cultural heritage collection	6	3	36
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	6	3	36
CH14	T/601/6838	Build cultural heritage exhibitions and displays	8	3	48
CH15	H/601/6835	Apply procedures for the management of cultural heritage collections	6	3	36
CH16	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	5	3	30
CH17	R/601/6877	Protect cultural heritage through basic conservation measures	6	3	36

## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Unit Group B: Cultural Heritage (cont.)

Unit no	URN	Unit Title	Credit	Level	GLH
CH18	F/601/6907	Undertake routine conservation treatments for cultural heritage	12	3	72
CH19	D/601/6834	Apply preventive conservation measures for cultural heritage	12	3	72
CH20	J/601/6889	Set up and maintain conservation equipment	6	3	36
CH23	A/601/6873	Promote and sell goods and services in a creative and cultural organisation	6	3	36
CH21	K/601/6867	Make copies or representations of items of heritage	6	3	36
CH43	J/601/6861	Inspect and monitor cultural heritage for conservation purposes	6	3	36
CH22	M/601/6854	Handle, clean and reposition cultural heritage objects	6	3	36
CH24	R/601/6913	Work with volunteers in a creative and cultural context	4	3	24
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	8	3	48
CH29	Y/601/6850	Deliver learning or interpretation activities in a creative and cultural context	8	3	48
CH30	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	6	3	36
CH31	D/601/6994	Develop learning materials for use in a creative and cultural context	6	3	36
CH32	K/601/6903	Undertake marketing activities in a creative and cultural context	8	3	48



## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Unit Group B: Cultural Heritage (cont.)

Unit no	URN	Unit Title	Credit	Level	GLH
CH33	M/601/6885	Raise funds for a creative and cultural organisation	6	3	36
CH34	R/601/6846	Control the security of a cultural venue	6	3	36
CH46	K/601/1622	Demonstrate understanding of customer service	6	3	40
CH36	T/601/6841	Catalogue objects and collections	6	3	36
CH38	J/601/6844	Contribute to the care of cultural heritage objects	6	3	36
CH39	R/601/6880	Provide guided tours in a cultural venue	8	3	48
CH40	H/601/6897	Support the organisation of creative or cultural events or exhibitions	6	3	36
CH47	H/601/6902	Represent a creative and cultural organisation	8	4	40
CH48	F/601/6874	Design exhibitions and displays for cultural heritage	10	4	50
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	8	4	40
CH50	Y/601/6881	Manage budgets in a creative and cultural organisation	8	4	40
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	6	4	30
CH52	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context	10	4	50
CH53	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	8	4	40

## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Unit Group B: Cultural Heritage (cont.)

Unit no	URN	Unit Title	Credit	Level	GLH
CH54	H/601/6883	Manage the security of a cultural venue	8	4	40
CH37	T/601/6869	Monitor the security and environment of cultural heritage objects	6	3	36

### Optional Group C: Learning and Interpretation

#### Mandatory Group C Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH31	D/601/6994	Develop learning materials for use in a creative and cultural context	6	3	36
CH30	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	6	3	36

#### Optional Group C1 Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH52	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context	10	4	50
CH29	Y/601/6850	Deliver learning or interpretation activities in a creative and cultural context	8	3	48

## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Group C2 Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH12	D/601/6882	Provide information on a cultural heritage collection	6	3	36
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	6	4	30
CH40	H/601/6897	Support the organisation of creative or cultural events or exhibitions	6	3	36
CH47	H/601/6902	Represent a creative and cultural organisation	8	4	40
CH38	J/601/6844	Contribute to the care of cultural heritage objects	6	3	36
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	8	4	40
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	8	3	48
CH39	R/601/6880	Provide guided tours in a cultural venue	8	3	48
CH24	R/601/6913	Work with volunteers in a creative and cultural context	4	3	24
CH53	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	8	4	40
CH50	Y/601/6881	Manage budgets in a creative and cultural organisation	8	4	40
CH46	K/601/1622	Demonstrate understanding of customer service	6	3	40

## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Group D: Conservation

#### Mandatory Group D Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH4	D/601/6817	Make and maintain conservation records for cultural heritage	5	2	35
CH17	R/601/6877	Protect cultural heritage through basic conservation measures	6	3	36
CH43	J/601/6861	Inspect and monitor cultural heritage for conservation purposes	6	3	36
CH16	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	5	3	30
CH22	M/601/6854	Handle, clean and reposition cultural heritage objects	6	3	36

#### Optional Group D Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH19	D/601/6834	Apply preventive conservation measures for cultural heritage	12	3	72
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	6	4	30
CH18	F/601/6907	Undertake routine conservation treatments for cultural heritage	12	3	72
CH20	J/601/6889	Set up and maintain conservation equipment	6	3	36
CH21	K/601/6867	Make copies or representations of items of heritage	6	3	36
CH30	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	6	3	36
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	8	4	40

## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Group D Units (cont)

Unit no	URN	Unit Title	Credit	Level	GLH
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	8	3	48
CH24	R/601/6913	Work with volunteers in a creative and cultural context	4	3	24
CH14	T/601/6838	Build cultural heritage exhibitions and displays	8	3	48
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	6	3	36

### Optional Group E: Collections Management

#### Mandatory Group E Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH12	D/601/6882	Provide information on a cultural heritage collection	6	3	36
CH15	H/601/6835	Apply procedures for the management of cultural heritage collections	6	3	36
CH38	J/601/6844	Contribute to the care of cultural heritage objects	6	3	36
CH36	T/601/6841	Catalogue objects and collections	6	3	36

#### Optional Group E Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH48	F/601/6874	Design exhibitions and displays for cultural heritage	10	4	50
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	6	4	30

## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Group E Units (cont.)

Unit no	URN	Unit Title	Credit	Level	GLH
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	8	4	40
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	8	3	48
CH39	R/601/6880	Provide guided tours in a cultural venue	8	3	48
CH24	R/601/6913	Work with volunteers in a creative and cultural context	4	3	24
CH14	T/601/6838	Build cultural heritage exhibitions and displays	8	3	48
CH37	T/601/6869	Monitor the security and environment of cultural heritage objects	6	3	36
CH16	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	5	3	30
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	6	3	36

### Optional Group F: Marketing and Fundraising

#### Optional Group F1 Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH55	F/601/6843	Conduct marketing in a creative and cultural context	6	3	36
CH40	H/601/6897	Support the organisation of creative or cultural events or exhibitions	6	3	36
CH32	K/601/6903	Undertake marketing activities in a creative and cultural context	8	3	48
CH33	M/601/6885	Raise funds for a creative and cultural organisation	6	3	36

## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Group F2 Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	6	4	30
CH47	H/601/6902	Represent a creative and cultural organisation	8	4	40
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	8	4	40
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	8	3	48
CH39	R/601/6880	Provide guided tours in a cultural venue	8	3	48
CH24	R/601/6913	Work with volunteers in a creative and cultural context	4	3	24
CH53	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	8	4	40
CH50	Y/601/6881	Manage budgets in a creative and cultural organisation	8	4	40
CH23	A/601/6873	Promote and sell goods and services in a creative and cultural organisation	6	3	36
CH46	K/601/1622	Demonstrate understanding of customer service	6	3	40

## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Group G: Photography

#### Mandatory Group G Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH12	D/601/6882	Provide information on a cultural heritage collection	6	3	36
CH15	H/601/6835	Apply procedures for the management of cultural heritage collections	6	3	36
CH36	T/601/6841	Catalogue objects and collections	6	3	36
CH38	J/601/6844	Contribute to the care of cultural heritage objects	6	3	36

#### Optional Group G Units

Unit no	URN	Unit Title	Credit	Level	GLH
CH48	F/601/6874	Design exhibitions and displays for cultural heritage	10	4	50
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	8	4	40
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	6	4	30
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	6	3	36
CH14	T/601/6838	Build cultural heritage exhibitions and displays	8	3	48
CH16	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	5	3	30
CH24	R/601/6913	Work with volunteers in a creative and cultural context	4	3	24
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	8	3	48



## BIIAB Level 3 Diploma in Cultural Heritage

### Optional Group G Units (cont.)

Unit no	URN	Unit Title	Credit	Level	GLH
CH37	T/601/6869	Monitor the security and environment of cultural heritage objects	6	3	36
CH39	R/601/6880	Provide guided tours in a cultural venue	8	3	48
CH56	M/600/9001	Undertake colour management procedures	6	3	50
CH57	T/506/3325	Undertake photography assignment of cultural heritage objects	5	3	40
CH58	A/506/3326	Maintain an image management system	7	3	50
CH59	F/506/3327	Source, manipulate and export images	5	3	30

### Barred Units

Unit	Barred Against
Protect cultural heritage through basic conservation measures (R/601/6877)	Monitor the security and environment of cultural heritage objects (T/601/6869)
Contribute to the care of cultural heritage objects (J/601/6844)	Protect cultural heritage through basic conservation measures (R/601/6877)
	Handle, clean and reposition cultural heritage objects (M/601/6854)
	Apply preventive conservation measures for cultural heritage (D/601/6834)
	Undertake routine conservation treatments for cultural heritage (F/601/6907)
Plan and deliver learning or interpretation activities in a creative and cultural context (A/601/6887)	Deliver learning or interpretation activities in a creative and cultural context (Y/601/6850)

## BIIAB Level 3 Diploma in Cultural Heritage

### Barred Units (cont.)

Unit	Barred Against
Control the security of a cultural venue (R/601/6846)	Manage the security of a cultural venue (H/601/6883)
Supervise and support the work of others in creative and cultural contexts (L/601/6893)	Develop, lead and motivate others in a creative and cultural organisation (L/601/6876)
Undertake marketing activities in a creative and cultural context (K/601/6903)	Conduct marketing in a creative and cultural context (F/601/6843)
Work with volunteers in a creative and cultural context (R/601/6913)	Supervise and support the work of others in creative and cultural contexts (L/601/6893)

## 6. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+.

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **7. Progression**

The qualification is designed to equip learners with the knowledge and skills to work effectively in a number of roles such as 'Venue and Stage Crew Support', 'Sales and Marketing Assistant (for live events)' and 'Booking Agents Assistant'. It will also allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 5 Diploma in Cultural Heritage (601/6498/0)

### **8. Assessment**

#### **Overview of assessment strategy**

The qualification contains knowledge units. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

#### **Assessment Process**

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **Assessment Strategy**

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the team leading qualification.

### **Requirements of assessors, external and internal verifiers**

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and

## BIIAB Level 3 Diploma in Cultural Heritage

candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

## BIIAB Level 3 Diploma in Cultural Heritage

### Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **9. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## BIIAB Level 3 Diploma in Cultural Heritage

### 10. Initial Registration

#### Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org) . Please refer to BIIAB's Centre Guidance for using ORCS.

#### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

#### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

### 11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.



## BIIAB Level 3 Diploma in Cultural Heritage

### 12. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the units, including a Summative Reflective account template.
- Access to the units.

All of these resources are available for download via the HUB on [centrezon.bii.org](https://centrezon.bii.org)

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

#### Evidence matrixes

BIIAB provide a matrix that supports each unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. AKM, Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)

## **BIIAB Level 3 Diploma in Cultural Heritage**

- Records of questioning
- Other.

### **Access to the units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](http://centrezone.bii.org)

### **Summative Reflective Account**

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **13. Design and Delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **14. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

#### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

#### **Unit Code / Unique Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

#### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

#### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

#### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

#### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **15. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org).

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Taking responsibility for work in a creative and cultural context</b> <b>CH25</b> <b>3</b> <b>4</b> <b>24</b> <b>D/601/6901</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
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
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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Maintain competence and undertake work-related learning in the creative and cultural sector</b> <b>CH26</b> <b>3</b> <b>6</b> <b>36</b> <b>D/601/6865</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Work effectively with other people in a creative and cultural context</b> <b>CH27</b> <b>3</b> <b>4</b> <b>24</b> <b>L/601/6912</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
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
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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Ensure responsibility for actions to reduce risks to health and safety</b> <b>CH41</b> <b>3</b> <b>4</b> <b>38</b> <b>A/601/5867</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to identify the hazards and evaluate the risks in the workplace.	1.1 1.2 1.3 1.4	Identify workplace instructions that are relevant to them and their job role. Identify working practices and hazards in the workplace that could be harmful. Evaluate the hazards and prioritise in risk order. Report hazard(s) to the responsible person
2 Be able to reduce the risks to health and safety in the workplace	2.1 2.2 2.3	Perform work activities at own level of competence in accordance with identified health and safety: - workplace policies - instructions and procedures, - suppliers and manufacturers' information and - relevant legal requirements. Manage hazards in accordance with workplace instructions and legal requirements. Report any differences between workplace instructions and supplier/manufacture instructions
3 Know how to reduce risks to health and safety in the workplace	3.1 3.2 3.3 3.4 3.5	Explain their responsibility in remaining alert to hazards and risks. Describe own responsibilities and scope for action in controlling risk. Explain the importance of adhering to health and safety policies and practices. Describe where and when to get additional health and safety assistance. Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace



## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

**Learner Name:** \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

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

Assessor Signature: \_\_\_\_\_

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

## **BIIAB Level 3 Diploma in Cultural Heritage**

### **Notices**

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject appertaining to the operation of licensed premises and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

© BIIAB January 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.

Infor House

1 Lakeside Road

Farnborough

Surrey

GU14 6XP