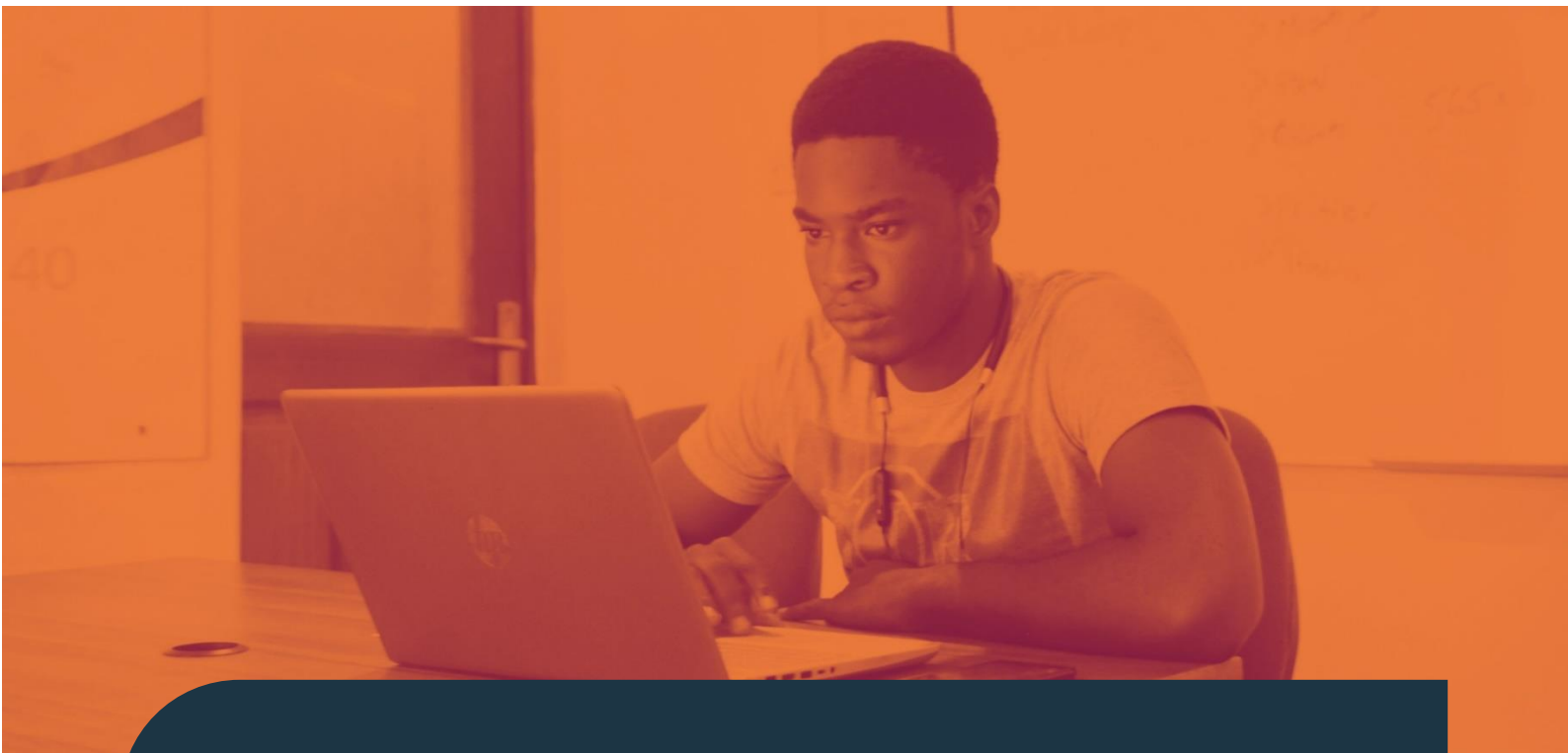




Qualification Guidance



## BIIAB Level 3 Diploma in Cultural Heritage

Level 3 Diploma – 601/6497/9



## Qualification Guidance

### About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

### Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

### Copyright

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, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.1	November 2023	Reformatted Qualification Guide into new branding



## Qualification Guidance

### Contents

.....	0
About Us.....	1
Contents.....	2
Qualification Summary .....	3
About the BIIAB Level 2 Award in Principles of the Creative and Cultural Sector	4
Objective and Purpose of this Qualification .....	4
About this Guidance.....	5
BIIAB Qualifications Limited Customer Service .....	5
What are Rules of Combination (ROC)? .....	5
BIIAB Level 2 Award in Principles of the Creative and Cultural Sector Rules of Combination (ROC) and Structure .....	6
Age Restriction .....	23
Entry Requirements and Progression .....	23
Assessment.....	23
Initial Assessment and Induction .....	28
Resources .....	28
Design and Delivery.....	29
Format of Units .....	30
Initial Registration .....	32
Qualification Review and Feedback.....	32
Mandatory Units.....	33

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 3 Diploma in Cultural Heritage – 601/6497/9	
<b>Qualification Purpose</b>	The primary purpose of the qualification is to confirm occupational competence.
<b>Age Range</b>	<b>Pre 16</b> <b>16-18</b> ✓ <b>18+</b> <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> <li>• Practical Demonstration/Assignment</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/07/2015
<b>Review Date</b>	31/07/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	338 hours
<b>Total Qualification Time (TQT)</b>	600 hours
<b>Credit Value</b>	60
<b>BIIAB Qualifications Limited Sector</b>	Creative, Cultural and Design
<b>Ofqual SSA Sector</b>	09.2 Crafts, creative arts and design
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited website

## About the BIIAB Level 3 Diploma in Cultural Heritage

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Diploma in Cultural Heritage	601/6497/9

## Objective and Purpose of this Qualification

The 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.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.



## Qualification Guidance

### About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

### BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

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 Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support 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

### What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups of units (e.g. Mandatory, Optional Unit, and Optional groups)

## Qualification Guidance

- 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 Qualifications Limited 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 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.

## Qualification Guidance

### 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
- Guided Learning hours (GLH): **338** hours
- Total Qualification Time (TQT): **600** hours

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 Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH25	D/601/6901	Taking responsibility for work in a creative and cultural context	3	4	24	Portfolio
CH26	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	3	6	36	Portfolio
CH27	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24	Portfolio



## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH41	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38	Portfolio

## Optional Group B: Cultural Heritage

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH12	D/601/6882	Provide information on a cultural heritage collection	3	6	36	Portfolio
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36	Portfolio
CH14	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48	Portfolio
CH15	H/601/6835	Apply procedures for the management of cultural heritage collections	3	6	36	Portfolio
CH16	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	3	5	30	Portfolio
CH17	R/601/6877	Protect cultural heritage through basic conservation measures	3	6	36	Portfolio
CH18	F/601/6907	Undertake routine conservation treatments for cultural heritage	3	12	72	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH19	D/601/6834	Apply preventive conservation measures for cultural heritage	3	12	72	Portfolio
CH20	J/601/6889	Set up and maintain conservation equipment	3	6	36	Portfolio
CH21	K/601/6867	Make copies or representations of items of heritage	3	6	36	Portfolio
CH43	J/601/6861	Inspect and monitor cultural heritage for conservation purposes	3	6	36	Portfolio
CH22	M/601/6854	Handle, clean and reposition cultural heritage objects	3	6	36	Portfolio
CH24	R/601/6913	Work with volunteers in a creative and cultural context	3	4	24	Portfolio
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	3	8	48	Portfolio
CH29	Y/601/6850	Deliver learning or interpretation activities in a creative and cultural context	3	8	48	Portfolio
CH30	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	3	6	36	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH31	D/601/6994	Develop learning materials for use in a creative and cultural context	3	6	36	Portfolio
CH32	K/601/6903	Undertake marketing activities in a creative and cultural context	3	8	48	Portfolio
CH33	M/601/6885	Raise funds for a creative and cultural organisation	3	6	36	Portfolio
CH34	R/601/6846	Control the security of a cultural venue	3	6	36	Portfolio
CH46	K/601/1622	Demonstrate understanding of customer service	3	6	40	Portfolio
CH36	T/601/6841	Catalogue objects and collections	3	6	36	Portfolio
CH38	J/601/6844	Contribute to the care of cultural heritage objects	3	6	36	Portfolio
CH39	R/601/6880	Provide guided tours in a cultural venue	3	8	48	Portfolio
CH40	H/601/6897	Support the organisation of creative or cultural events or exhibitions	3	6	36	Portfolio
CH47	H/601/6902	Represent a creative and cultural organization	4	8	40	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH48	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50	Portfolio
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	4	8	40	Portfolio
CH50	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40	Portfolio
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organisation	4	6	30	Portfolio
CH52	A/601/6887	Plan and deliver learning or interpretation activities in a creative and cultural context	4	10	50	Portfolio
CH53	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40	Portfolio
CH54	H/601/6883	Manage the security of a cultural venue	4	8	40	Portfolio
CH37	T/601/6869	Monitor the security and environment of cultural heritage objects	3	6	36	Portfolio

## Qualification Guidance

### Optional Group C: Learning and Interpretation

#### Mandatory Group C Units

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

#### Optional Group C1 Units

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

#### Optional Group C2 Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH12	D/601/6882	Provide information on a cultural heritage collection	3	6	36	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organization	4	6	30	Portfolio
CH40	H/601/6897	Support the organisation of creative or cultural events or exhibitions	3	6	36	Portfolio
CH47	H/601/6902	Represent a creative and cultural organization	4	8	40	Portfolio
CH38	J/601/6844	Contribute to the care of cultural heritage objects	3	6	36	Portfolio
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	4	8	40	Portfolio
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	3	8	48	Portfolio
CH39	R/601/6880	Provide guided tours in a cultural venue	3	8	48	Portfolio
CH24	R/601/6913	Work with volunteers in a creative and cultural context	3	4	24	Portfolio
CH53	Y/601/6878	Engage with communities on behalf of a creative and cultural organisation	4	8	40	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH50	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40	Portfolio
CH46	K/601/1622	Demonstrate understanding of customer service	3	6	40	Portfolio

## Optional Group D: Conservation

### Mandatory Group D Units

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

**Optional Group D Units**

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH19	D/601/6834	Apply preventive conservation measures for cultural heritage	3	12	72	Portfolio
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organization	4	6	30	Portfolio
CH18	F/601/6907	Undertake routine conservation treatments for cultural heritage	3	12	72	Portfolio
CH20	J/601/6889	Set up and maintain conservation equipment	3	6	36	Portfolio
CH21	K/601/6867	Make copies or representations of items of heritage	3	6	36	Portfolio
CH30	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	3	6	36	Portfolio
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	4	8	40	Portfolio
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	3	8	48	Portfolio



## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH24	R/601/6913	Work with volunteers in a creative and cultural context	3	4	24	Portfolio
CH14	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48	Portfolio
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36	Portfolio

## Optional Group E: Collections Management

### Mandatory Group E Units

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

**Optional Group E Units**

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH48	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50	Portfolio
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organization	4	6	30	Portfolio
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	4	8	40	Portfolio
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	3	8	48	Portfolio
CH39	R/601/6880	Provide guided tours in a cultural venue	3	8	48	Portfolio
CH24	R/601/6913	Work with volunteers in a creative and cultural context	3	4	24	Portfolio
CH14	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48	Portfolio
CH37	T/601/6869	Monitor the security and environment of cultural heritage objects	3	6	36	Portfolio
CH16	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	3	5	30	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36	Portfolio

## Optional Group F: Marketing and Fundraising

### Mandatory Group F1 Units

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

### Optional Group F2 Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organization	4	6	30	Portfolio

## Qualification Guidance

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

**Mandatory Group G Units**

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

**Optional Group G Units**

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH48	F/601/6874	Design exhibitions and displays for cultural heritage	4	10	50	Portfolio
CH49	L/601/6876	Develop, lead and motivate others in a creative and cultural organisation	4	8	40	Portfolio
CH51	F/601/6891	Plan and monitor the use of resources in a creative and cultural organization	4	6	30	Portfolio
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	3	6	36	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH14	T/601/6838	Build cultural heritage exhibitions and displays	3	8	48	Portfolio
CH16	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	3	5	30	Portfolio
CH24	R/601/6913	Work with volunteers in a creative and cultural context	3	4	24	Portfolio
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	3	8	48	Portfolio
CH37	T/601/6869	Monitor the security and environment of cultural heritage objects	3	6	36	Portfolio
CH39	R/601/6880	Provide guided tours in a cultural venue	3	8	48	Portfolio
CH56	M/600/9001	Undertake colour management procedures	3	6	50	Portfolio
CH57	T/506/3325	Undertake photography assignment of cultural heritage objects	3	5	40	Portfolio
CH58	A/506/3326	Maintain an image management system	3	7	50	

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CH59	F/506/3327	Source, manipulate and export images	3	5	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)
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)

## Qualification Guidance

### Age Restriction

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

- 16-18
- 19+

### Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively in a number of roles such as Conservation Assistant, Exhibition Guide/Demonstrator, or Front of House Support Staff. 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 3 Diploma in Cultural Heritage

### Assessment

#### Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

#### Assessment Process

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



## Qualification Guidance

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 review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance 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.

## 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 certificating 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:

## Qualification Guidance

- 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.

**Expert Witnesses** - Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the candidate's performance in the workplace, such as line managers, experienced workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the candidate's work
- have first-hand experience of the candidate's performance and understanding

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 Quality Assurer.

**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**:

## Qualification Guidance

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

## Qualification Guidance

- 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 competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

## 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 Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## 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 Qualifications Limited 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.

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- A Learner Summative Reflection
- Access to the units

All of these resources are available on request.

## Evidence matrixes

BIIAB Qualifications Limited provide a matrix that supports each competence 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.

## Qualification Guidance

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. 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 (e.g. implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- 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 Qualifications Limited includes the mandatory units within this guidance document.

## Learner Summative Reflection

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

## 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 forms part of the delivery.

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

## Qualification Guidance

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

## 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 guidance document 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 Number / Unit 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 Qualifications Limited also assign unique unit numbers which 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 National Occupational Standards and the level descriptors.

## Qualification Guidance

### 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 required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

### Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to 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.





## Qualification Guidance

### Initial Registration

#### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

#### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

### Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse



## Qualification Guidance

effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## Mandatory Units

The following units are mandatory for this qualification.

## Taking responsibility for work in a creative and cultural context

<b>Unit Reference</b>	D/601/6901
<b>BIIAB Reference</b>	CH25
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	24
<b>Unit Summary</b>	The learner will be able to understand their personal work role and expectations.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.5)</b> The learner can:
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

## Qualification Guidance

	<p>3.2 Respond to feedback as necessary to improve performance and identify future learning</p> <p>3.3 Evaluate their skills, knowledge and understanding in relation to their work role, identifying strengths and areas that need further development</p> <p>3.4 Take appropriate action to develop skills, knowledge and understanding as necessary, identifying and agreeing any necessary time and resources</p> <p>3.5 Complete any appraisal or evaluation process used by their organisation</p>
--	--

## Maintain competence and undertake work-related learning in the creative and cultural sector

<b>Unit Reference</b>	D/601/6865
<b>BIIAB Reference</b>	CH26
<b>Level</b>	3
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	36
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to be able to keep work skills and knowledge up-to-date.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.3)</b> The learner can:
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

## Qualification Guidance

	<p>3.2 Assess, prioritise and make use of relevant learning opportunities</p> <p>3.3 Critically evaluate learning outcomes gained from work activity</p>
--	--

## Work effectively with other people in a creative and cultural context

<b>Unit Reference</b>	L/601/6912
<b>BIIAB Reference</b>	CH27
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	24
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge be able to develop effective working relationships with others.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.4)</b> The learner can:
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

## Qualification Guidance

	<p>2.4 Perform a progress briefing session for those with whom s/he is working up-to-date</p> <p>2.5 Perform work activities on time and to budget or within resource allocations where possible</p> <p>2.6 Identify where advice can be sought where necessary</p>
<p>3. Be able to seek, give and respond to feedback</p>	<p>3.1 Summarise feedback from others regarding their own work performance</p> <p>3.2 Review and revise actions in response to feedback to improve performance</p> <p>3.3 Identify potential future learning needed</p> <p>3.4 Give feedback to others on their work when requested</p>



## Ensure responsibility for actions to reduce risks to health and safety

<b>Unit Reference</b>	A/601/5867
<b>BIIAB Reference</b>	CH41
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	38
<b>Unit Summary</b>	The learner will be able to identify the hazards and evaluate the risks in the workplace.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.5)</b> The learner can:
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: - workplace policies - instructions and procedures, - suppliers and manufacturers' information and - relevant legal requirements  2.2 Manage hazards in accordance with workplace instructions and legal requirements  2.3 Report any differences between workplace instructions and supplier/manufacturer instructions

## Qualification Guidance

<p>3. Know how to reduce risks to health and safety in the workplace</p>	<p>3.1 Explain their responsibility in remaining alert to hazards and risks</p> <p>3.2 Describe own responsibilities and scope for action in controlling risk</p> <p>3.3 Explain the importance of adhering to health and safety policies and practices</p> <p>3.4 Describe where and when to get additional health and safety assistance</p> <p>3.5 Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace</p>
--	---