

# SQA Level 3 NVQ Certificate in Archaeological Practice Candidate Pack

**Effective from: 01 January 2016**

**Centre Name: Chartered Institute for Archaeologists (CIfA)**

**Accreditation number:**

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## Introduction

### About Chartered Institute for Archaeologists (CifA)

CifA is the leading professional body for archaeologists working in the UK and overseas. We achieved a Royal Charter in 2014, at which time it had over 3200 individual members. The Institute administers a Register of Organisations, which are run by accredited members and adhere to the same professional standards as individual members.

CifA champions professionalism in archaeology, promoting high professional standards and strong ethics in archaeological practice, to maximise the benefits that archaeologists bring to society.

To achieve this we

- develop standards and guidance for professional practice and encourage their use
- represent the interests of the historic environment and disseminate authoritative views on professional matters
- promote the benefits and need for Continuing Professional Development for professional archaeologists

Members of CifA are professionally accredited and skilled in the study and care of the historic environment. Membership shows that you subscribe to a high standard of conduct, and that your competence has been validated by detailed peer review. By joining your fellow professionals you increase the membership, strengthen the profession and so ensure that our voice is more representative and more clearly heard.

### About the NVQ

The Qualification in Archaeological Practice is a vocational qualification developed by the [Archaeology Training Forum \(ATF\)](#) which has been approved by the Qualifications and Curriculum Authority.

The qualification will enable archaeologists to demonstrate that they have particular sets of skills, competencies or experience which will be of benefit when applying for jobs, promotion or [CifA accredited membership](#). It will also provide a means of accrediting informal training and on-the-job learning. All CifA training initiatives offered in the future will be structured around [National Occupational Standards](#) enabling them to contribute towards the qualification.

## SQA

### About Scottish Qualifications Authority (SQA)

SQA is sponsored by the Scottish Government's Learning Directorate, based in Scotland, they work across the UK and internationally. SQA helps people to realise their potential and to achieve their ambitions by providing a wide range of high quality, internationally recognised qualifications and associated services. They work with schools, colleges, universities and training organisations to develop and deliver their qualifications and assessments. Around 15,000 teaching professionals and industry specialists support SQA operations annually, helping to ensure that SQA qualifications accurately reflect learners' knowledge and skills and provide routes to jobs or further study.

SQA are the awarding body for the NVQ in Archaeological Practice level 3.

### **SQA contact details**

If you would like further information about SQA please see their website <http://www.sqa.org.uk/sqa/70972.html> or contact their Customer Contact Centre on 0345 279 1000 or by email to [customer@sqa.org.uk](mailto:customer@sqa.org.uk).

Office opening hours are 8.30am to 5pm Monday to Friday, with the exception of Local and Bank Holidays.

### **CifA NVQ Access and Fair Assessment Policy**

The Chartered Institute for Archaeologists is committed to a policy of equal opportunities in archaeology and its implementation through a programme of positive action. Further details can be found in the Equal Opportunities policy statement.

Reasonable adjustments will be made to support NVQ candidates with particular assessment needs. NVQ induction and support sessions will take place at the candidate's place of work or another venue as appropriate. Special arrangements may be made to support candidates with particular access issues.

Access and equal opportunities will be monitored through internal verification meetings which will happen four times a year.

### **Fair Assessment**

The NVQ assessment process will take into account the individual needs of learners with disabilities and learning difficulties and reasonable adjustments will be made where candidates notify the Assessment Centre of their disability.

Assessment practice will be monitored through assessor induction, observation of assessors in the workplace and standardisation meetings attended by the Centre Co-ordinator, Internal Verifier and assessors. The internal verification strategy and appeals procedures will also help ensure assessment is fair and consistent.

This policy will be kept under review and updated as necessary.

## What is the QCF?

### Qualifications within the SQCF

Scottish Credit and Qualification Framework (SCQF) levels and credit points are used in SQA certification wherever possible.

Scottish Vocational Qualifications (SVQs) are based on standards of competence (National Occupational Standards) that describe a candidate's ability to work in real conditions — having an SVQ is a kind of guarantee that a candidate is competent to the standards that the SVQ is based on. The National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) on behalf of business and industry.

Along with each set of National Occupational Standards there is a qualification structure and an assessment strategy. Where there are skills and knowledge gaps, SVQs can be used as the basis for a training framework.

There are five SVQ levels: 1 – 5. SQA currently offers approximately 400 SVQs. There is an information sheet for each SVQ on our website [www.sqa.org.uk/SVQ](http://www.sqa.org.uk/SVQ)

In other parts of the UK, vocational qualifications are developed, accredited and awarded by different bodies. In Scotland, SQA has a unique role — it carries out all three functions.

Acting as an awarding body for an SVQ involves ensuring that the quality of the qualification is upheld, so that it is credible and has value, as well as issuing certificates. SQA often does this in partnership with bodies from industry which have a similar role.

### Credits

The amount of credit attached to a qualification indicates how big it is, in terms of the amount of learning required. Credit is expressed in terms of SCQF credit points. One point represents a notional 10 hours of learning and can include, for example, contact time, work experience and directed self-study. Credit points are gained upon successful achievement of the learning outcomes contained in a qualification.

The number of SCQF credit points attained at a particular SCQF level are included in the 'Additional Information' page of the candidates' certificate, together with a detailed breakdown of SCQF credit points and levels which is provided on the certificate against each subject attracting points.

Further information is available on the SCQF website: [www.scqf.org.uk](http://www.scqf.org.uk)

### Candidate number

Each candidate is given a unique Scottish Candidate Number (SCN) when they are registered for a qualification. This record will hold details of any SQA achievements the candidate will undertake.

## Assessment

This section of the Candidate Pack covers:

- the evidence matrix;
- claims to competence;

- the appeals procedure for learners.

### **How are the qualifications assessed?**

Assessment for this qualification takes the form of ongoing review of candidate performance by the assessor and internal verifier.

Assessment is the process used to judge a candidate's competence against set standards.

The assessor is usually the person who is responsible for providing training to the candidate and who has the greatest number of opportunities to observe the candidate's performance. The assessor may be a work place supervisor.

Assessors must be trained and qualified or working towards a qualification relevant to the assessor role.

Assessors base their judgement on a candidate's performance and decide how it compares to the national standard. The assessor will also ask the candidate questions based on the knowledge required to do the work to ascertain the candidates understanding of the job role.

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

An Internal Verifier is responsible for the quality assurance of the qualifications within the training organisation, for example the assessor's line manager. The Internal Verifier provides advice and support to the assessors and ensures that the assessors apply the standards consistently and fairly. The Internal Verifier will see the candidate's portfolio of evidence during the assessment process.

A Quality Advisor, who is appointed by SQA, will verify the assessment and internal verification decisions involved in the development of the candidate's portfolio. The Quality Advisor 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. They also make visits to ensure training providers continue to meet the approval criteria.

In order to claim the units and/or the qualification, the learner will need to complete a Claim to Competence. This is split into two sections: the evidence matrix and learner statement and summative assessor statement.

### **The evidence matrix**

The evidence matrix is designed to help with evidence collection. It is a mapping activity to ensure that learners have covered the "Learning outcomes" and "Assessment criteria" contained in each unit and is intended to help keep the volume of evidence to a minimum.

It is expected that a selection of various types of evidence will be used as appropriate; columns in the matrix enable learners or assessors 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 learners inserting portfolio reference numbers in the boxes provided, learners will enable the Assessor, Internal Verifier and Quality Advisor to quickly locate the evidence which

learners are submitting to demonstrate their competence.

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

- Record of observation of performance in the workplace
- Professional discussion
- Product evidence (e.g. implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Accreditation of Prior Learning/Achievement (APL/A)
- Records of questioning
- Case histories
- Others

An example of the evidence matrix follows.

### EVIDENCE MATRIX

Learner:

Registration no.:

NVQ Level 3 NVQ in Archaeological Practice

Unit title:

Portfolio Reference	Evidence Description	Ass Method	Learning outcomes																	

The above evidence has been assessed against the standards for this unit and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_  
 IV Signature \_\_\_\_\_ Date \_\_\_\_\_  
 (if sampled)

Assessment method key  
 Obs = Observation      Wt = Witness testimony  
 PE = Product evidence      A = APA/APL  
 Q&A = Questioning      Ot = Other  
 Sim = Simulation/assignment

## Claims to competence

### Learner statement and assessor summative statement

The second section of the Claim to Competence gives learners an opportunity to summarise details of the work they have carried out, paying particular attention to how they have covered the Performance Indicators and Knowledge where required.

Each time a learner completes a unit and has signed off the evidence matrix, the assessor will be required to complete the details on the claim to competence form, i.e. the unit number and the date of the summative assessment. Both learner and assessor are required to enter their initials. If the internal verifier has sampled that unit, he or she will also be required to enter the date and his or her initials.

Once the learner has completed some or all of the units and decides that it is time to claim these, the learner will need to write a statement showing how he or she achieved the unit/s. This should show:

- how the learner completed the units/award and what she or he has learnt from the experience
- how long the learner has been in his or her current role and working towards this qualification
- the assessment methods used to show competence
- how this has affected the way the learner approaches his or her job.

The assessor is also required to write a statement. This should provide support for the learner's statement and any supplementary information about how the learner achieved the unit/s drawing on the learner's particular circumstances.

An example of a completed claim to competence form with learner and assessor summative statements follows. This is for guidance only to give an indication of the kind of things that should be mentioned.

*A claim should only be submitted when there is sufficient evidence to fulfil all of the above.*

It is understood, however, that learners may not always have evidence to cover the full range of situations that are indicated. Nonetheless, the Claim to Competence cannot be agreed and signed by the assessor until the assessor is sure that the learner could operate across a range of different situations. As such, where visible evidence is not present, the assessor will need to interview the learner to cover these aspects. Overall it is recommended that the portfolio is as complete as possible in order to fully demonstrate and support the Claim to Competence and in order to clarify this claim to the assessor as effectively as possible.

A completed Claim to Competence form (completed by both learner and assessor) and blank Claim to Competence form to follow.



**Learner Statement and Summative Assessor Statement**

**Candidate name:**

**Registration number:**

**Qualification title:**

NVQ Archaeology L3

**Number of units completed for this claim (write in words)**

Full Award: Yes/No

<i>UNIT No</i>	<i>Summative Assessment Date</i>	<i>Candidate Initials</i>	<i>Assessor Initials</i>	<i>Internal Verifier Date</i>	<i>IV Initials</i>	<i>UNIT No</i>	<i>Summative Assessment Date</i>	<i>Candidate Initials</i>	<i>Assessor Initials</i>	<i>Internal Verifier Date</i>	<i>IV Initials</i>

**LEARNER STATEMENT FOR THE UNITS/AWARD TO BE CLAIMED**

Completing these 3 units has been very enjoyable and I have realised whilst doing them that I have learnt a great deal about the way I work and also about my employment rights and responsibilities. I have gathered evidence from my job role within The Office, my workplace and have used specific work situations that clearly show how I am able to interact and work within my team and also how I take responsibility for ensuring that I work within the requirements of my organisation. I am always keen to keep up-to-date with new changes within work and also I like to learn new tasks and take on new challenges.

Within my evidence, I have shown that I am sensitive and able to work with a diverse workforce and also that I take note of colleagues' needs and beliefs. I am fully aware of my employment rights and responsibilities and have even guided colleagues to websites I used for research for their own learning.

I am a H&S rep in the office and so completing this unit was not a problem for me. I used copies of risk assessments that I had carried out and also my assessor carried out a discussion with me around this unit.

Across all of the units, my assessor has observed me and has questioned me to back up the observations. I realise now

just how much I do at work and how completing these 3 units have made me strive to achieve even higher standards within my work.

I confirm the evidence I have submitted to claim competence is authentic.

Learner Signature:

Date:

**ASSESSOR SUMMATIVE STATEMENT FOR THE UNITS/AWARD TO BE CLAIMED**

A.N. Candidate has used a wide selection of work situations to show exactly how he works within his business environment, carried out his responsibilities at work and also how he ensures his own actions reduces risks to health and safety.

A.N. has carried out research prior to being assessed in terms of employment rights and responsibilities, this was an area where he highlighted more knowledge was needed. This has helped him in his work as he is now more aware of what he is legally able to do and he is now acting as a mentor to other colleagues in this area.

A.N. is the office H&S rep, so collecting evidence for this unit was not a problem and the evidence clearly demonstrates A.N.'s competence at ensuring all of his colleagues and his safety.

Throughout the period of assessment within the units completed, A.N. has shown his knowledge and competence and this is shown within assessor observation, discussions and witness testimony that accompanies his work product evidence and personal statements.

I am satisfied that evidence used clearly demonstrates the requirements for these 3 units fully, well done A.N.

I confirm the evidence I have assessed is authentic.

Assessor Signature

Date:

Internal Verifier Signature

Date:

## Appeal procedure for learners

If learners are dissatisfied with an assessment outcome, they have the right of appeal. There are three stages in the appeals procedure and each stage must be exhausted before proceeding to the next one. Learners are advised to keep their own copies of all the documents used in the appeals procedure.

The main reasons for an appeal are likely to be:

- i. learners do not understand why they are not yet regarded as competent, due to lack of or unclear feedback from the Assessor
- ii. learners believe they are competent and that the Assessor has misjudged them, or has failed to utilise some vital evidence.

### Stage 1 – Appeal to the centre

If learners receive a decision they are unsatisfied with, they have the right to appeal directly to the Assessor who carried out the assessment. The appeal must be in writing and clearly indicate:

- i. the points of disagreement
- ii. the evidence in the portfolio that the learner believes meets the requirements for claiming competence.

If learners are not satisfied with the outcome, they can next appeal to the centre's Internal Quality Assurer.

### Stage 2 – Internal appeal

This appeal must be in writing, but need not repeat the detail provided to the assessor. The original written appeal to the Assessor, and the Assessor's judgement, must be made available to the Internal Quality Assurer. Centres are entitled to have further internal phases to Stage 1 but must communicate this to all learners.

This will be heard by a panel who will inform the Internal Quality Assurer of their decision. The panel shall consist of six members of the Advisory Council, who are not also NVQ assessors, of which three shall constitute a quorum. This will always include one experienced assessor who is impartial.

The Internal Quality Assurer must give a clear judgement, in writing to the learner within 10 working days stating justification for the decision.

### Stage 3 – Appeal to the awarding body

A fee will be charged for an external review (please see current fee sheet). This fee will be refunded if the appeal is upheld.

Learners who are not satisfied with the outcomes of the Internal Quality Assurer's decision and who have exhausted the Centre's internal appeals procedure may proceed by appealing to SQA. This appeal must be in writing to the Quality Assurance Manager, be accompanied by copies of all documentation from Stage 1 and submitted within three weeks of the receipt of the outcome from

the Internal Quality Assurer. Learners must also advise their centres that they have made a formal appeal to SQA.

SQA will acknowledge receipt of the appeal within three working days. Upon receipt of the appeal, the Quality Assurance Manager will initiate an internal review. A fee will be charged (please see current fee sheet). This fee will be refunded if the appeal is upheld.

### **Internal review**

A review of the grounds for appeal will be undertaken by a member of the Quality Assurance team, together with a Quality Advisor. The purpose of the review will be to consider whether the centre's original judgement was sound and may include the following:

- A discussion with the centre and/or learner and SQA personnel
- A request for further information from the centre, learner or SQA personnel
- A centre visit by authorised SQA personnel
- Any other action that SQA deems appropriate to resolve the case

The outcome of the appeal, including the results of any further reviews of the evidence, will be communicated to the learner and centre within 10 working days of the conclusion of any further work authorised.

### **External review**

If learners remain dissatisfied following the internal review, they may apply to the Appeals Panel. The Appeals Panel will comprise of three independent members and personnel from within SQA. One of the independent members shall be appointed chair of the Panel.

The Appeals Panel will review the case and determine whether the action that SQA has taken to resolve the case has been both sufficient and appropriate.

The Panel will either:

- (a) agree that the action that SQA has taken has been both sufficient and appropriate and therefore reject the appeal; or
- (b) uphold the appeal and authorise further action to be carried out. The further action may include:
  - the appointment of an independent Assessor;
  - any other action that the Appeals Panel deems appropriate to resolve the case.

The outcome of the appeal, including the results of any further action, will be communicated to the learner and centre within 10 working days of the conclusion of any further work authorised.

**Please note:** The decision of the Appeals Panel is final.

### **Appeal to regulatory body**

Following appeal to the awarding body, if learners are unsatisfied with the result, they:

- may appeal to SQA Accreditation, the regulatory body for accredited qualifications in Scotland;
- may escalate to Welsh Assembly Government DCELLS, the regulatory body for accredited qualifications in Wales;
- may escalate to Ofqual the regulatory body for qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

## Level 3 NVQ Certificate in Archaeological Practice

### Aims

This qualification aims to develop the skills of both the amateur and professional archaeologist and to provide a means of demonstrating vocational competence.

This qualification will accredit archaeologists' workplace skills and learning in order to demonstrate their competencies, as well as allowing aspirant archaeologists to acquire vocationally relevant capabilities which will enhance their employability and improve the capacity of the growing archaeological workforce in the UK.

This qualification is aimed at new entrants to the profession, with or without an academic qualification, who wish to gain and accredit entry level/basic skills. It is also appropriate for vocational (amateur) archaeologists who wish to expand and formally accredit their skills through the attainment of a nationally recognised qualification.

### Credit

The SQA Level 3 NVQ Certificate in Archaeological Practice has a credit value of 22.

### Candidates with particular requirements

We recognise that some candidates will have particular requirements and these can be arranged by the centre or with SQA.

### Previous learning requirements

There are no formal entry requirements for this qualification.

### Progression

Learners may progress onto a related higher level vocational qualification or use achievement of the qualification to gain employment in the sector.

### Guided learning hours

We recommend that **165-176** guided learning hours provide a suitable course length for an "average" learner at this level.

Guided learning hours include direct contact hours, as well as other time when learners are completing work that has been agreed with teachers or training providers. It is the responsibility of the centre to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of hours can vary significantly from one training provider to another according to learners' needs

Learners must attain a minimum of 22 credits to achieve this qualification. They must achieve all 14 credits from the mandatory units in Group A plus a minimum of 8 credits from the optional units in Group B.

## Rules of composition

### EDI Level 3 NVQ Certificate in Archaeological Practice

Learners must attain a minimum of 22 credits to achieve this qualification. They must achieve all 14 credits from the mandatory units in Group A plus a minimum of 8 credits from the optional units in Group B.

#### Group A: Mandatory Units

Unit code	Unit title	Level	Unit credit	GLH
CU2095	Research and analyse information to achieve objectives in archaeological operations	3	5	35
CU2096	Contribute to health and safety when conducting archaeological operations	3	3	23
CU2097	Develop your own resources and protect the interests of others	3	4	30
CU2098	Understand how to develop your own resources and protect the interests of others in archaeological operations	3	2	17

**Group B: Optional Units**

<b>Unit code</b>	<b>Unit title</b>	<b>Level</b>	<b>Unit credit</b>	<b>GLH</b>
CU2099	Contribute to non-intrusive investigations in archaeological operations	3	4	33
CU2100	Contribute to intrusive investigations in archaeological operations	3	4	33
CU2101	Identify and control the environment for the safe storage of items	3	4	32
CU2102	Transfer items	3	4	30
CU2103	Understand how to transfer archaeological items	3	4	36
CU2104	Apply preventative care procedures to items	3	4	35
CU2105	Implement routine interventive conservation procedures	3	4	30
CU2106	Classify, compile and maintain data on the material remains of past communities	3	4	32
CU2107	Provide information on the material remains of past communities to others	3	5	42
CU2108	Prepare the accommodation of items in archaeological operations	3	4	30



## CU2095 Research and Analyse Information to Achieve Objectives in Archaeological Operations

Level 3

Credit value 5

GLH 35

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to identify the sources and availability of information	1.1 Clearly identify the type and range of information required to achieve research outcomes  1.2 Select sources of primary and secondary information that can be used to contribute to their research  1.3 Follow the correct procedures required to access the information  1.4 Explain the purpose of the research and the data that is likely to be relevant
2 Be able to collect information to achieve research objectives	2.1 Collect information which meets the research aims  2.2 Use information collection methods correctly  2.3 Validate the authenticity and source of the information  2.4 Comply with organisational and legal requirements when collecting data  2.5 Accurately and clearly record and reference information in an appropriate format
3 Be able to analyse research information	3.1 Select the appropriate methods for analysing data  3.2 Analyse information accurately  3.3 Interpret the results carefully  3.4 Develop justifiable conclusions  3.5 Identify unexpected results 3.6 Communicate unexpected results to the

	<p>relevant people</p> <p>3.7 Accurately record results in a clear format</p>
4 Be able to report results	<p>4.1 Select a method for presenting results which is appropriate to the audience</p> <p>4.2 Qualify research findings where data is insufficient or unreliable</p> <p>4.3 Justify the sources of information used</p> <p>4.4 Present the results of the work to relevant people</p> <p>4.5 Apply agreements and procedures which protect confidential information</p>
5 Know how to apply procedures for the collection and presentation of information	<p>5.1 State what the research aims of the project are</p> <p>5.2 Describe the sources of information relevant to the research</p> <p>5.3 Describe how sub-projects contribute to a project as a whole</p> <p>5.4 Describe how to obtain different types of information</p> <p>5.5 State how to validate and verify the source of information</p> <p>5.6 Describe how information should be recorded</p> <p>5.7 Summarise the concept of research aims</p> <p>5.8 Critically compare the types of analysis method that are appropriate</p> <p>5.9 Describe how to summarise the results of research</p> <p>5.10 Demonstrate how to communicate information to different audiences</p> <p>5.11 Describe the procedures for effective peer review</p> <p>5.12 State the relevant legislation and codes of practice that impact upon the collection and presentation of information</p>

## CU2096 Contribute to Health and Safety when Conducting Archaeological Operations

Level 3

Credit value 3

GLH 23

### Unit summary

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

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

<p>2 Be able to effectively respond to emergencies</p>	<p>2.1 Implement the correct procedures in the event of an emergency</p> <p>2.2 Perform within the appropriate limits of their authority when responding to emergencies</p> <p>2.3 Apply the use of emergency appliances according to approved procedures and practices</p> <p>2.4 Record accurate details of accidents and incidents that occur</p> <p>2.5 Report problems and conditions outside their own responsibility to an appropriate person</p>
<p>3 Be able to assist in ensuring the security of the workplace</p>	<p>3.1 Perform actions which deal with unauthorised personnel in accordance with organisational procedures and the appropriate person advised</p> <p>3.2 Observe arrangements for security and maintained, in accordance with approved procedures and practices</p> <p>3.3 State who should be advised when breaches in security are identified</p> <p>3.4 Implement reports of potential risks to security</p> <p>3.5 Report potential risks to security to an authorised person</p>
<p>4 Know how to apply organisation procedures to ensure health and safety</p>	<p>4.1 Describe the potential hazards relevant to the working environment</p> <p>4.2 Describe the procedures for reporting and dealing with hazards</p> <p>4.3 Describe the tool and equipment to be used which ensure the health and safety of the workforce</p> <p>4.4 Describe the materials and substances used in the workplace, which may present a potential hazard</p> <p>4.5 Summarise the relevant procedures to be implemented in the workplace for ensuring the health and safety of the workforce</p> <p>4.6 Describe the key responsibilities that are applicable under health and safety legislation</p>

<p>5 Know how to effectively respond to emergencies</p>	<p>5.1 Describe the relevant fire and emergency precautions relevant to the workplace</p> <p>5.2 Classify the different types of fires</p> <p>5.3 Describe the relevant extinguishers for dealing with different types of fire</p> <p>5.4 Describe the relevant procedures for responding to accidents in the workplace</p> <p>5.5 Describe the most common forms of accidents in the workplace</p> <p>5.6 Explain the limitations of individuals when dealing with emergencies</p>
<p>6 Know how to assist with the security of the workplace</p>	<p>6.1 Describe the relevant security procedures to be followed in the workplace</p> <p>6.2 Describe the action to be followed when security breaches are identified</p> <p>6.3 Describe the most common forms of security risk</p> <p>6.4 Describe how unauthorised persons should be effectively dealt with</p>

## CU2097 Develop your Own Resources and Protect the Interests of Others

Level 3

Credit value 4

GLH 30

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop their own knowledge and skills to improve performance	1.1 Assess their performance to identify performance needs  1.2 Produce a personal development plan which contains specific, measurable, realistic and challenging objectives  1.3 Assess the degree to which their personal development plan is consistent with the needs identified and the resources available to the organisation  1.4 Create learning opportunities with the assistance of relevant people  1.5 Undertake development activities, which are consistent with their personal development plan  1.6 Gather feedback from relevant people to enhance their future performance  1.7 Assess the relevance of their personal development plan at appropriate intervals
2 Be able to manage their time and resources to meet objectives	2.1 Develop work objectives which are specific, measurable and achievable within organisational constraints  2.2 Prioritise their objectives, in line with organisational objectives and policies  2.3 Produce a plan of work activity consistent with the relevant objectives and the resources available to them  2.4 Estimate the appropriate amount of time needed to complete tasks, allowing for unforeseen circumstances

	<p>2.5 Delegate work to others in a way which makes the most efficient use of available time and resources</p> <p>2.6 Make decisions when sufficient information is available</p> <p>2.7 Obtain further information when needed</p> <p>2.8 Implement actions to minimise unhelpful interruptions to and digressions from planned work</p> <p>2.9 Implement a review of progress to help achieve planned objectives</p>
<p>3 Be able to protect individual and community interests</p>	<p>3.1 Implement activity which complies with the legal and ethical standards applicable when planning and conducting archaeological activities</p> <p>3.2 Demonstrate that collaboration in archaeological activities can be balanced against the interests and preferences of the wider community</p> <p>3.3 Perform activities which take account of the interests and wellbeing of self and others</p> <p>3.4 Critically evaluate sources of information and opinion to inform research</p> <p>3.5 Judge the reliability of information to provide clear advice</p> <p>3.6 Implement work according to legal requirements regarding intellectual property</p> <p>3.7 Perform interactions in a manner which avoids conflicts of interest and maintains own independence.</p>

## CU2098 Understand How to Develop Your Own Resources and Protect the Interests of Others in Archaeological Operations

Level 3

Credit value 2

GLH 17

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know how to make judgements about their own level of competence	1.1 Assess their own current level of competence  1.2 Describe how to develop a personal action plan for learning and self-development, which contains realistic but challenging objectives  1.3 Describe how to identify when support may be required to achieve the objectives  1.4 Describe how to make judgements as to the level of progress against their development plan
2 Know how to gain feedback from colleagues to support personal development	2.1 Summarise the importance of gaining feedback from others regarding self-development  2.2 Describe how to encourage the provision of feedback  2.3 Describe how to provide feedback to others in a constructive manner
3 Know the key competences needed by managers working in archaeological operations	3.1 Describe the principle skills required by effective managers working in archaeological operations  3.2 Describe the interpersonal skills required for working effectively within teams
4 Know how personal development can contribute to the success of the organisation	4.1 Describe the current skills requirements of their job role  4.2 Describe how their current skills levels compare with those required by managers within the workplace  4.3 Describe the impact of their own development upon the success of the organisation



	<p>4.4 State from whom feedback should be sought regarding their own performance</p> <p>4.5 Describe the type of support that might be gained from other people within the workplace</p> <p>4.6 Describe the types of development activities that might be accessible within the workplace</p> <p>4.7 Critically compare the advantages and disadvantages of different development activities available within the workplace</p>
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## CU2099 Contribute to Non-Intrusive Investigations in Archaeological Operations

Level 3

Credit value 4

GLH 33

### Unit summary

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

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

<p>3 Be able to prepare records and schedules</p>	<p>3.1 Apply appropriate check and verification processes to a range of investigation data</p> <p>3.2 Demonstrate that they can accurately process investigation data</p> <p>3.3 Present investigation data in a format that will assist in making a balanced interpretation</p>
<p>4 Know how to implement non-intrusive investigations</p>	<p>4.1 Describe how to select and secure suitable equipment and spares</p> <p>4.2 Describe the relevant safety arrangements and working practices that apply to non-intrusive investigations</p> <p>4.3 State the different personal and protective clothing and equipment that should be used by members of investigative teams</p> <p>4.4 Describe the sources of information available regarding to safe working practices and regulation</p>
<p>5 Know the different techniques applicable to non-intrusive investigations</p>	<p>5.1 Describe the different types of non-intrusive investigation</p> <p>5.2 Describe the different types of equipment that might be used</p> <p>5.3 Describe how different types of equipment should be maintained</p> <p>5.4 Describe how non-intrusive investigations should be implemented</p> <p>5.5 Describe how observations and measurements should be effectively implemented</p> <p>5.6 Describe how to adapt investigation procedures and practices to suit different conditions</p>
<p>6 Know how to prepare records of non-intrusive investigations</p>	<p>6.1 Describe how to record and store investigation data</p> <p>6.2 Describe the different methods that can be used to verify investigation data</p> <p>6.3 Describe the processes and formats suitable for presenting investigation data</p> <p>6.4 Summarise the different types of</p>

	<p>investigation data</p> <p>6.5 Summarise the types of data analysis</p> <p>6.6 Critically compare the different types of presentation format that may be used</p>
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## CU2100 Contribute to Intrusive Investigations in Archaeological Operations

Level 3

Credit value 4

GLH 33

### Unit summary

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

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

<p>3 Be able to prepare records and schedules</p>	<p>3.1 Apply appropriate check and verification processes to a range of investigation data</p> <p>3.2 Demonstrate that they can accurately process investigation data</p> <p>3.3 Present investigation data in a format that will assist in making a balanced interpretation</p>
<p>4 Know how to implement intrusive investigations</p>	<p>4.1 Describe how to select and secure suitable equipment and spares</p> <p>4.2 Describe the relevant safety arrangements and working practices that apply to intrusive investigations</p> <p>4.3 State the different personal and protective clothing and equipment that should be used by members of investigative teams</p> <p>4.4 Describe the sources of information available, regarding safe working practices and regulation</p>
<p>5 Know the different techniques, applicable to intrusive investigations</p>	<p>5.1 Describe the different types of intrusive investigation</p> <p>5.2 Describe the different types of equipment that might be used</p> <p>5.3 Describe how different types of equipment should be maintained</p> <p>5.4 Describe how intrusive investigations should be implemented</p> <p>5.5 Describe how observations and measurements should be effectively implemented</p> <p>5.6 Describe how to adapt investigation procedures and practices to suit different conditions</p>
<p>6 Know how to prepare records of intrusive investigations</p>	<p>6.1 Describe how to record and store investigation data</p> <p>6.2 Describe the different methods that can be used to verify investigation data</p> <p>6.3 Describe the processes and formats suitable for presenting investigation data</p> <p>6.4 Summarise the different types of</p>

	<p>investigation data</p> <p>6.5 Summarise the types of data analysis</p> <p>6.6 Critically compare the different types of presentation format that may be used</p>
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## CU2101 Identify and Control the Environment for the Safe Storage of Items

Level 3

Credit value 4

GLH 32

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to identify the appropriate environment in which to maintain and protect items	<ul style="list-style-type: none"><li>1.1 Analyse the optimum preservation conditions for a range of different material types</li><li>1.2 Distinguish where to obtain specialist advice on the optimum environmental conditions</li><li>1.3 Implement action to monitor the environment of storage areas prior to their installation</li><li>1.4 Perform activities consistent with the relevant health and safety considerations, which apply to the storage and protection of items</li><li>1.5 Analyse the relevant resources needed to implement specified procedures</li><li>1.6 State who they should pass information regarding the implementation of procedures onto</li><li>1.7 Produce a record of recommendations</li></ul>
2 Be able to control the environment to preserve and protect items	<ul style="list-style-type: none"><li>2.1 Demonstrate how the environment of an item can be monitored and evaluated, as to its effectiveness</li><li>2.2 Perform checks to ensure that schedules and procedures for monitoring and maintaining the environment are correctly implemented</li><li>2.3 Assess any evidence of instability or change in the items and any other indications that the environment is not suitable</li><li>2.4 Perform the appropriate action if the environment is not suitable</li></ul>



	<p>2.5 Assess the resources needed to implement the appropriate action</p> <p>2.6 State who should be informed when corrective action is needed</p> <p>2.7 Demonstrate that they can implement activities within relevant health and safety guidelines and procedures</p>
<p>3 Know about the different environments applicable to archaeological items</p>	<p>3.1 Describe the most suitable storage environments for a range of materials</p> <p>3.2 Describe the health and safety implications of the environmental conditions used</p> <p>3.3 Describe how storage environments should be accessed</p> <p>3.4 Summarise the key items of equipment used for monitoring, recording and maintaining environmental conditions</p>
<p>4 Know how to monitor the suitability of the storage environment</p>	<p>4.1 Describe how the environment can be accurately monitored</p> <p>4.2 Describe the principal factors that should be monitored</p> <p>4.3 Describe the factors that indicate that an environment is not suitable for an item</p> <p>4.4 Describe the action that should be taken if evidence indicates that the environment is not suitable for an item</p> <p>4.5 State who should be informed if problems with the environment are identified</p> <p>4.6 Describe the health and safety implications of using available treatments</p> <p>4.7 Summarise the implications of not keeping an item in a suitable environment</p>

## CU2102 Transfer Items

Level 3

Credit value 4

GLH 30

### Unit summary

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

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

<p>2 Be able to pack an item for transportation to a new location</p>	<p>2.1 Select the equipment, materials and people necessary to pack an item</p> <p>2.2 Demonstrate that they can pack an item according to the specified guidelines and procedures</p> <p>2.3 Clarify any departures from specified guidelines and procedures with the relevant people</p> <p>2.4 Obtain additional advice from specialists where necessary</p> <p>2.5 Use protective materials and equipment that are appropriate to the conservation requirements of the item</p> <p>2.6 Assess whether the packaging provides the agreed level of protection, environmental control and security for the item in its predicted environment</p> <p>2.7 Apply labels and marking which outline the correct handling and destination instructions</p>
<p>3 Be able to monitor the transportation of items</p>	<p>3.1 Gain the authority of the relevant people to transport items</p> <p>3.2 Assess the equipment used to transport the item for its suitability</p> <p>3.3 Confirm the availability of transportation equipment with the relevant people</p> <p>3.4 Perform the transportation of an item, in line with handling guidelines and procedures</p> <p>3.5 Judge when to take corrective action to minimise actual or potential hazards to the item</p> <p>3.6 Apply relevant procedures to ensure that relevant documentation is kept with the item at all times</p> <p>3.7 Apply relevant procedures for confirming the collection and delivery of all items in the required condition and to schedule</p>

<p>4 Be able to monitor the installation of items within a new location</p>	<p>4.1 Implement checks which confirm the identity and condition of the item being installed</p> <p>4.2 Locate the resources necessary to install the items</p> <p>4.3 Assess the degree to which the location and installation meet the specification</p> <p>4.4 Clarify with the appropriate person whether the items are placed in the correct location</p> <p>4.5 Implement corrective action if the location or installation is unsuitable</p> <p>4.6 Develop an accurate record of the information relating to the installation</p> <p>4.7 Evaluate the environmental conditions necessary to maintain the condition of the items</p> <p>4.8 Implement procedures which maintain the security of the items at all times</p>
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## CU2103 Understand How to Transfer Archaeological Items

Level 3

Credit value 4

GLH 36

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know how to identify the handling requirements of an archaeological item	<ul style="list-style-type: none"><li>1.1 Describe how to check the identity and condition of different types of item</li><li>1.2 Describe how to obtain information on the conservation needs of the item</li><li>1.3 Summarise the potential risks of damage to or deterioration of an item</li><li>1.4 Describe the materials that are suitable for encasing an item</li><li>1.5 Summarise the type of equipment that is suitable for moving an item</li><li>1.6 Describe the appropriate handling methods for moving an item</li><li>1.7 Describe how handling methods can be tested</li><li>1.8 Summarise who should be contacted for expert advice</li></ul>
2 Know how to pack an archaeological item for transportation to a new location	<ul style="list-style-type: none"><li>2.1 Describe how they can ensure that packaging will provide the agreed level of protection</li><li>2.2 Describe how to assess the level of protection that packaging can provide</li><li>2.3 Describe the equipment and resources needed to pack an item</li><li>2.4 Summarise the guidelines and procedures that should be followed when packing an item</li><li>2.5 Describe how packaging should be suitably</li></ul>

	<p>labelled to ensure that the contents remain safe and that it reaches its intended destination</p> <p>2.6 Summarise who should be consulted when guidelines and procedures are deviated from</p>
<p>3 Know how to monitor the transportation of items</p>	<p>3.1 Describe the relevant customs and import/export regulations that may apply to an item</p> <p>3.2 Describe the documentation that may be used by receiving organisations</p> <p>3.3 Summarise any relevant contractual agreements that may be in place</p> <p>3.4 Summarise key items of health and safety legislation which relate to the transportation of archaeological items</p> <p>3.5 Describe the significance and value of materials under transportation</p> <p>3.6 Describe how information relating to the transportation of items should be recorded and stored</p>
<p>4 Know how to monitor the installation of items within a new location</p>	<p>4.1 Describe how to identify similar articles</p> <p>4.2 Describe how to assess an item's ideal conditions</p> <p>4.3 Describe how to monitor environmental conditions</p> <p>4.4 Describe how to maintain the security of an item</p> <p>4.5 Summarise the acquisition and loan procedures of the receiving organisation</p> <p>4.6 Summarise the resources necessary to install the item</p> <p>4.7 Describe the access requirements for the audience, staff and other stakeholders</p>

## CU2104 Apply Preventative Care Procedures to Items

Level 3

Credit value 4

GLH 35

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to control the environment to preserve and protect items	1.1 Analyse the environmental requirements needed to preserve a range of items described within a conservation plan  1.2 Implement actions to monitor the existing environmental conditions in the intended location accurately over a suitable period  1.3 Distinguish when evidence demonstrates that the environment is not suitable for an item  1.4 Implement suitable methods to modify the item's environment, when necessary  1.5 Implement procedures for the handling and physical protection of an item  1.6 Summarise the actions taken to recover control of the item's environment, making recommendations where necessary  1.7 Obtain advice when further action is required
2 Be able to monitor and modify the environment and the condition of an item	2.1 Develop a set of procedures for monitoring and maintaining the environment and condition of an item  2.2 Apply the procedures for monitoring and maintaining the environment of an item according to a specification  2.3 Describe any evidence of instability or change in an item and any other indications that the environment is not suitable for it  2.4 Apply at the appropriate action when specifications for the environmental protection and condition of items are not being met

	<p>2.5 Develop a record of the monitoring processes implemented ensuring that they are clear and accurate</p>
<p>3 Know how to develop a framework for the protection of an item</p>	<p>3.1 Describe how to develop a specification for the control of an items environment</p> <p>3.2 Describe how to develop guidelines and procedures for the monitoring of an items environment</p>
<p>4 Know how to apply methods for the protection of an item</p>	<p>4.1 Summarise the environmental recommendations for an item</p> <p>4.2 Describe the indicators which show that an environment is not suitable for an item</p> <p>4.3 Describe how the environment can be accurately monitored</p> <p>4.4 Describe the principal elements of the environment that need to be monitored</p> <p>4.5 Describe the equipment available to monitor the environment</p> <p>4.6 State the people who should be informed about the items environment</p> <p>4.7 Describe the implications of storing an item in an unsuitable environment</p> <p>4.8 Explain why it is important to keep appropriate records</p> <p>4.9 Describe what could be considered to be suitable packing, storage and display materials</p> <p>4.10 Summarise the appropriate handling requirements of a range of items</p>



## CU2105 Implement Routine Interventive Conservation Procedures

Level 3

Credit value 4

GLH 30

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to apply routine stabilisation techniques	<ul style="list-style-type: none"><li>1.1 Demonstrate that they can follow a conservation plan agreed by a conservator</li><li>1.2 Perform actions which treat items without compromising their integrity, in accordance with the agreed conservation plan</li><li>1.3 Perform actions which reduce or neutralise potential and active agents for deterioration</li><li>1.4 Demonstrate that they can minimise further deterioration by applying the appropriate materials</li><li>1.5 Evaluate what is required in the future to maintain the condition of the treated item</li><li>1.6 Record the treatment procedure accurately and correctly in the appropriate format</li></ul>
2 Be able to implement routine cleaning and repair techniques	<ul style="list-style-type: none"><li>2.1 Apply treatments to an item without compromising its integrity, in accordance with the agreed conservation plan</li><li>2.2 Demonstrate that they can remove or reduce material which inhibits the interpretation of an item</li><li>2.3 Apply materials to effect an items repair</li><li>2.4 Select suitable repairs which ensure that they are reversible, appropriate and identifiable</li><li>2.5 Assess the application and effect of an intervention</li><li>2.6 State who should be informed if interventions result in unforeseen effects</li></ul>

	<p>2.7 Assess what is required in the future to maintain the condition of a treated item</p> <p>2.8 Demonstrate that they can record the treatment procedure accurately and correctly and in the appropriate format</p>
3 Know how to apply routine stabilisation techniques	<p>3.1 Describe how to monitor the item's treatment</p> <p>3.2 Describe the main techniques for stabilisation of materials</p>
4 Know how to follow a conservation plan	<p>4.1 Describe an item's requirements for conservation</p> <p>4.2 Describe the different organisational functions that may be involved with the conservation of an item</p> <p>4.3 Describe the differing roles of team members in the conservation of an item</p> <p>4.4 Describe the key physical interventions required by the conservation plan</p>
5 Know how to treat the deterioration of an item	<p>5.1 Describe the agents of deterioration likely to be found in the item</p> <p>5.2 Describe the weaknesses likely to be found in the item</p> <p>5.3 Describe the relative effectiveness of protective and preservative procedures</p> <p>5.4 Summarise the data that should be recorded</p> <p>5.5 Describe the health and safety implications of different routine treatments</p> <p>5.6 Outline how the effect of a treatment can be evaluated</p>

<p>6 Know how to implement routine cleaning and repair</p>	<p>6.1 Describe how to evaluate the effectiveness of a treatment</p> <p>6.2 Describe the material that can be removed from the item</p> <p>6.3 Describe the methods that can be used for removing or reducing materials and accretions on the item</p>
<p>7 Know how to evaluate the effectiveness of a treatment</p>	<p>7.1 Describe the tests that can be applied to an item</p> <p>7.2 Summarise the type of data that should be recorded</p> <p>7.3 Describe the methods and materials that could be used for repair</p>

## CU2106 Classify, Compile and Maintain Data on the Material Remains of Past Communities

Level 3

Credit value 4

GLH 32

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to classify and compile data on the material remains of past communities	<ul style="list-style-type: none"><li>1.1 Perform agreed procedures to obtain access to sources of information</li><li>1.2 Select information in line with the requirements of the analysis</li><li>1.3 Apply information collection methods effectively and consistently</li><li>1.4 Apply organisational procedures which protect the information sources</li><li>1.5 Assess any potential problems that may occur during the collection of information</li><li>1.6 Analyse any problems with the collection of information</li><li>1.7 Develop a plan for how problems with the collection of information can be dealt with appropriately</li><li>1.8 Develop an accurate record of the information</li><li>1.9 Perform actions in line with all relevant legislation, codes of practice, standards and procedures</li></ul>

<p>2 Be able to maintain data and records on the material remains of past communities</p>	<p>2.1 Develop a plan with identifies the procedures for obtaining, selecting, classifying and recording information</p> <p>2.2 Clarify with whom information requirements should be agreed</p> <p>2.3 Evaluate the suitability of the sources of information</p> <p>2.4 Classify the relevant sources of information that may be used</p> <p>2.5 Implement relevant methods for recording and storing information</p> <p>2.6 Apply methods for the control and access to the information system which maximise the utility of the system and maintain openness or confidentiality</p>
<p>3 Know how to agree methods for classifying and compiling data on the material remains of past communities</p>	<p>3.1 Describe the relevant procedures for protecting information sources</p> <p>3.2 Summarise the agreed procedures for accessing information</p> <p>3.3 Describe the required information collection procedures</p> <p>3.4 Summarise why it is important to apply collection methods effectively and consistently</p> <p>3.5 Describe the consequences of not applying the collection methods consistently and effectively</p> <p>3.6 Describe the actions that might be taken if collection methods are inappropriate</p> <p>3.7 Describe the systems used for recording information</p> <p>3.8 Summarise the procedures relating to the use of information recording systems</p> <p>3.9 Describe the relevant national, local, professional and organisational requirements relating to intelligence analysis</p> <p>3.10 Summarise why it is important to comply</p>

	<p>with different requirements</p> <p>3.11 Describe the consequences of not complying with different requirements</p>
<p>4 Know how to maintain data and records on the material remains of past communities</p>	<p>4.1 Describe how to identify and agree appropriate and valid procedures for obtaining, selecting, classifying and recording information</p> <p>4.2 Describe how to identify relevant sources of information required</p> <p>4.3 Describe how to assess, categorise, classify, record and store information</p> <p>4.4 Describe how to identify and agree methods for control and access to information systems which maximise utility</p> <p>4.5 Summarise the common formats, systems and recording procedures for classifying and recording information</p>

## CU2107 Provide Information on the Material Remains of Past Communities to Others

Level 3

Credit value 5

GLH 42

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Be able to interpret customers' requests for information on the material remains of past communities</p>	<p>1.1 Categorise information into a suitable form for display and use</p> <p>1.2 Classify stored information ensuring its prompt identification and retrieval when required</p> <p>1.3 Perform actions which guide users who are unable to identify the required information in accessing the information system and identifying alternative sources</p> <p>1.4 Implement procedures for the use of information to maximise the utility and integrity of the information system for all identified users</p> <p>1.5 Implement appropriate and valid methods for maintaining the currency of information</p> <p>1.6 Judge when information is redundant and appropriate for removal</p>
<p>2 Be able to access data sources and compile data on the material remains of past communities</p>	<p>2.1 Select the type of information required</p> <p>2.2 Evaluate the sources of information according to their contribution to the intelligence analysis process</p> <p>2.3 Perform in line with the protocols for accessing, using and protecting sources of information</p> <p>2.4 Obtain any necessary agreement from relevant people to use the source of information</p> <p>2.5 Implement appropriate action in response to</p>

	<p>any problems that might occur with the collection of necessary information</p> <p>2.6 Implement activity in accordance with all relevant legislation, codes of practice, standards and procedures</p>
<p>3 Be able to collate and present data to meet customers' requirements</p>	<p>3.1 Identify the range of information required for analysis</p> <p>3.2 Classify information according to the agreed criteria and procedures</p> <p>3.3 Implement appropriate actions when problems with the collation of information are identified</p> <p>3.4 Evaluate the information for its contribution to the analysis</p> <p>3.5 Diagnose the limits of the information and any gaps that might require additional or other types of information</p> <p>3.6 Record the results of the collation accurately in an appropriate information system</p> <p>3.7 Implement activity in accordance with all relevant legislation, codes of practice, standards and procedures</p>
<p>4 Know how to interpret customers' requests for information on the material remains of past communities</p>	<p>4.1 Describe how to organise, store and classify information into a suitable form for display and use</p> <p>4.2 Describe how to control the use of information to maximise the utility and integrity of the information system for others</p> <p>4.3 Describe how to establish and implement appropriate and valid methods for maintaining the currency of information</p> <p>4.4 Summarise how to effectively give advice to other users</p> <p>4.5 Describe the different formats available for the display and use of information</p> <p>4.6 Summarise the key requirements that users</p>



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

6 Know how to collate and present data to meet customers' requirements

6.1 Describe how much information is usually required for analysis

6.2 Describe why it is important to apply the agreed criteria and procedures

6.3 Describe what the disclosure procedures are relating to the information

6.4 Describe why it is important to be able to provide an audit trail

6.5 Describe the types of problems that might occur when collating data

6.6 Summarise the actions that could be taken for different types of problems when collating data

6.7 Describe the evaluation criteria that could be used

6.8 Summarise how information sources may not always provide the data needed

6.9 Describe what types of additional information that may be needed

6.10 Describe the systems used for recording collated information

6.11 Summarise the importance of using agreed systems for collating information

6.12 Describe the procedures relating to the use of the systems

## CU2108 Prepare the Accommodation of Items in Archaeological Operations

Level 3

Credit value 4

GLH 30

### Unit summary

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Be able to identify the accommodation requirements of an item</p>	<p>1.1 Assess the needs of users and the way an item is likely to be used</p> <p>1.2 Select an appropriate accommodation approach</p> <p>1.3 Assess any relevant technical and resource constraints that may apply</p> <p>1.4 Clarify with specialists the conservation and security needs of items</p> <p>1.5 Distinguish the environmental conditions necessary to maintain the condition of an item</p> <p>1.6 Assess the space requirements of the existing and potential collection</p> <p>1.7 Evaluate a preferred option to meet requirements and ensuring the specification contains sufficient detail for work to proceed</p> <p>1.8 Assess the documentation requirements of the item or items</p>
<p>2 Be able organise the preparation of facilities to accommodate items</p>	<p>2.1 Select the resources that are needed to prepare the facilities</p> <p>2.2 Assess the degree to which the components installed during the preparation of facilities meet specifications and are suitable for the items</p> <p>2.3 Clarify with specialist the conservation needs of an item</p> <p>2.4 Assess whether any of the materials used in</p>

	<p>the installation pose a threat to the item</p> <p>2.5 Demonstrate that they can prepare facilities according to the specified requirements, budget and timescale</p> <p>2.6 Review alternative solutions where the requirements for access, environmental monitoring or security of items cannot be met</p> <p>2.7 Describe proposed alternative solutions where the requirements for access, environmental monitoring or security of items cannot be met</p> <p>2.8 Develop an accurate record of information relating to the preparation of facilities</p>
<p>3 Know how to identify the accommodation requirements of archaeological items</p>	<p>3.1 Describe how to assess the existing space requirements of the collection</p> <p>3.2 Summarise how to select a preferred option for the accommodation of archaeological items</p> <p>3.3 Describe how to develop a specification of the work that is required</p> <p>3.4 State who the different users of the archaeological items will be</p> <p>3.5 Describe the handling procedures and equipment that may be required</p> <p>3.6 Critically compare the technical and resource constraints affecting the work</p> <p>3.7 Describe the types of environmental conditions that have to be considered</p> <p>3.8 Summarise how space requirements differ according to the use of items</p> <p>3.9 Describe the protection requirements of the item</p> <p>3.10 Summarise the reasons for confirming conclusions with specialists</p>
<p>4 Know how to organise the preparation of facilities to accommodate archaeological items</p>	<p>4.1 Describe how to identify and obtain resources for the activity</p> <p>4.2 Describe how to assess whether facilities meet the specification</p> <p>4.3 Summarise the level of information required by other people involved</p> <p>4.4 Describe how to evaluate the components that should be installed in the location</p>

	<p>4.5 Summarise the threats to an item from materials</p> <p>4.6 Describe how the threats can be avoided</p> <p>4.7 Summarise where information can be gained regarding the timescales and budgets for the operation</p> <p>4.8 Describe the health and safety requirements relating to the accommodation of archaeological items</p>
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