



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CULEVP401A Present information on activities, events and public programs**

**Release: 1**

## CULEVP401A Present information on activities, events and public programs

### Modification History

Release	Comments
Release 1	This unit of competency first released with <i>CUL11 Library, Information and Cultural Services Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present information for activities, events and public programs to different customer groups. The unit goes beyond the delivery of a scripted commentary and requires significant creative input.

### Application of the Unit

This unit applies to individuals who need to use effective interpretation and communication techniques to present information on activities, events and public programs to engage customers and provide enjoyment. It applies in a broad range of industry contexts. Work is undertaken autonomously within a framework of established guidelines for activity operations.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certificate requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

## Elements and Performance Criteria

1. Plan delivery of information	1.1 Confirm <i>details</i> of <i>activity, event or public program</i> with relevant personnel 1.2 Plan the sequence and method for delivery to achieve objectives 1.3 Prepare <i>facilities, resources and support materials</i> required for the delivery
2. Prepare presentations	2.1 Use interpretive and presentation techniques that combine entertainment and learning to enhance the experience 2.2 <i>Tailor presentations</i> to meet the specific needs of <i>customers</i>
3. Deliver presentations	3.1 Present accurate and relevant information in a manner consistent with cultural and social sensitivities and legislative requirements 3.2 Adjust presentations based on audience response, <i>unexpected events or changes in circumstances</i> 3.3 Provide opportunities for audience participation where appropriate 3.4 Identify and resolve problems promptly within scope of own role 3.5 Implement contingency plans or refer to appropriate personnel as required
4. Evaluate feedback	4.1 Seek formal or informal feedback from participants according to organisational procedures and <i>evaluation methods</i> 4.2 Monitor participation levels and provide attendance and participation information to relevant personnel 4.3 Revise supporting documentation incorporating feedback where appropriate

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication skills to:
  - address customers with different needs and expectations, including special needs
  - apply a range of group presentation techniques
  - engage with different audiences
  - observe verbal and non-verbal audience feedback
  - present information sensitively
- initiative and enterprise skills to:
  - deal with unexpected situations
  - identify and respond promptly to operational problems
  - translate ideas and concepts into tangible, engaging activities
- learning skills to improve presentation skills through evaluation of own performance
- literacy skills to:
  - interpret, use and tailor a wide range of support materials
  - read and present information
  - read instructions
- planning and organising skills to:
  - integrate sustainable work practices
  - organise and prepare facilities, equipment, resources and support materials
  - provide a safe place
- self-management skills to:
  - meet deadlines
  - project a professional image during public presentations and activities
- teamwork skills to:
  - seek feedback from colleagues
  - work collaboratively with others involved in activities, events and public programs
- technology skills to use audiovisual equipment.

### Required knowledge

- available sources of expert advice on the relevant subject matter
- cultural protocols to be observed in the delivery of activities
- features of different learning styles and how to represent them in presentations to different customer groups
- features of policies, procedures and practices relating to the provision of public activities, events and programs
- key features of legislation that affects the delivery of activities, including child protection, copyright and trade practices
- needs and expectations of different customer groups, including potential cross-cultural communication requirements

- work health and safety issues and regulations relevant to the workplace and activity context
- presentation and interpretive techniques, including use of:
  - games and activities
  - humour
  - role play
  - sensory awareness exercises
  - storytelling
  - visual aids and props
  - voice techniques
- subject matter relevant to specified activities, events or public programs
- typical resources required for delivery of activities relevant to the workplace context.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• deliver information as part of an activity, event or public program</li> <li>• use and adapt interpretation and presentation techniques to meet the needs of different customers</li> <li>• obtain and respond to participant feedback.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• presentation to and interaction with a customer group of a size and nature that reflects a typical work environment</li> <li>• access to a venue or site for the delivery of information for an activity, event or public program</li> <li>• use of activity support materials.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance</li> <li>• direct observation of the candidate presenting information for an activity, event or public program</li> <li>• evaluation of case studies to assess ability to tailor activities to different customer needs</li> <li>• verbal or written questioning to assess knowledge of interpretive and presentation techniques.</li> </ul> <p>Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).</p>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• CUECOR03B Provide quality service to customers.</li> </ul>

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

<b><i>Details</i></b> may include:	<ul style="list-style-type: none"> <li>• dates</li> <li>• duration</li> <li>• location</li> <li>• objectives</li> <li>• resources</li> <li>• target group.</li> </ul>
<b><i>Activity, event or public program</i></b> may include:	<ul style="list-style-type: none"> <li>• ceremony</li> <li>• excursion</li> <li>• exhibition</li> <li>• festival</li> <li>• field trip</li> <li>• guided tour</li> <li>• holiday or weekend activity</li> <li>• open day</li> <li>• orientation</li> <li>• performance</li> <li>• school program</li> <li>• scientific experiment</li> <li>• site visit, such as:             <ul style="list-style-type: none"> <li>• craft demonstration</li> <li>• dance</li> <li>• film</li> <li>• music</li> <li>• theatre</li> <li>• workshop</li> </ul> </li> <li>• special occasion.</li> </ul>
<b><i>Facilities, resources and support materials</i></b> may include:	<ul style="list-style-type: none"> <li>• audiovisual equipment</li> <li>• displays</li> <li>• furniture</li> <li>• literature</li> <li>• notes</li> <li>• notices</li> <li>• refreshments</li> </ul>

	<ul style="list-style-type: none"> <li>venue.</li> </ul>
<b><i>Tailoring presentations</i></b> may relate to:	<ul style="list-style-type: none"> <li>appropriate language</li> <li>cultural sensitivity</li> <li>depth and scope of information</li> <li>duration</li> <li>learning styles, including: <ul style="list-style-type: none"> <li>auditory</li> <li>kinetic</li> <li>visual</li> </ul> </li> <li>question handling</li> <li>timing</li> <li>use of pictures and drawings.</li> </ul>
<b><i>Customers</i></b> may include:	<ul style="list-style-type: none"> <li>children</li> <li>elderly people</li> <li>families</li> <li>local community members</li> <li>people of particular ethnic or cultural backgrounds</li> <li>people with common professional backgrounds or special interests</li> <li>people with special needs</li> <li>school groups</li> <li>students</li> <li>tourists.</li> </ul>
<b><i>Unexpected events or changes in circumstances</i></b> may relate to:	<ul style="list-style-type: none"> <li>changing weather conditions</li> <li>cultural considerations</li> <li>emergencies</li> <li>inappropriate audience behaviour</li> <li>re-assessment of customer interests or ability</li> <li>systems failure.</li> </ul>
<b><i>Evaluation methods</i></b> may include:	<ul style="list-style-type: none"> <li>anecdotal evidence</li> <li>completion of audience response forms</li> <li>observation of audience reaction</li> <li>questioning of selected audience members.</li> </ul>

## Unit Sector(s)

Cultural services - Exhibitions and visitor programs