



**Australian Government**

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

# **CULEVP402A Design and develop interpretive displays**

**Release: 1**

## CULEVP402A Design and develop interpretive displays

### 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 design and develop small displays to assist in the interpretation of collections or sites.

### Application of the Unit

This unit applies to individuals who develop small interpretive displays of collection material. The unit is most relevant to people working independently or in small organisations, who apply visual design and interpretive skills to present material in creative and interesting ways.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification 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

<b>Element</b>	<b>Performance Criteria</b>
<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. Develop ideas for displays	<p>1.1 Consult with colleagues and other <i>stakeholders</i> to confirm exhibition or display objectives</p> <p>1.2 Explore <i>interpretive display ideas</i> in the context of the collection</p> <p>1.3 Research relevant <i>information on audience profile</i> and need to inform interpretive approaches</p> <p>1.4 Obtain and assess <i>operational information</i> which may impact on the development of displays</p> <p>1.5 Evaluate existing storylines and conduct research to develop new themes or storylines</p> <p>1.6 Identify the need for and seek assistance from interpretive or subject matter specialists</p> <p>1.7 Prepare interpretive display proposals for approval as required</p>
2. Create interpretive displays	<p>2.1 Plan and schedule display approaches and communication media using established <i>techniques</i> and available resources</p> <p>2.2 Organise display spaces that meet intended objectives and reflect the principles of universal access</p> <p>2.3 Select and organise relevant <i>materials and equipment</i> making <i>creative use</i> of available materials and supplies</p> <p>2.4 Participate in the creation and installation of displays according to organisational procedures</p> <p>2.5 Maintain displays in line with organisational procedures</p>
3. Evaluate interpretive displays	<p>3.1 Obtain formal and informal feedback from customers on effectiveness of display materials</p> <p>3.2 Challenge and test designs through own evaluation and consultation</p> <p>3.3 Seek feedback from colleagues to enhance current and future displays</p>

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - consult with colleagues and stakeholders
  - gain feedback from customers on interpretive displays
  - liaise with stakeholders
- initiative and enterprise skills to:
  - assess audience profiles
  - create displays that engage audiences while meeting design and technical principles
  - identify themes and storylines for interpretive displays
- literacy skills to:
  - develop interpretive labels and other materials
  - prepare display proposals
- planning and organising skills to:
  - coordinate processes and resources for displays
  - plan and stage displays
  - schedule activities
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- teamwork skills to work collaboratively with colleagues
- technical skills to use:
  - audiovisual equipment for interpretive displays
  - materials and equipment in the development of interpretive displays
- visual literacy skills to:
  - creatively use materials to enhance displays
  - design displays
  - evaluate storylines
  - work at a basic level with colour, shape and layout.

### Required knowledge

- basic principles of design
- copyright, moral rights and intellectual property issues and legislation that impact on the development of display materials
- cultural protocols to be observed in the display of cultural material, including those for the exhibition of Aboriginal or Torres Strait Islander material
- work health and safety (WHS) requirements in relation to use of equipment and the overall safety of displays
- organisational procedures for displays
- potential uses of technology in interpretive displays
- principles of universal access in relation to displays

- range of materials and equipment used for interpretive displays
- role of interpretive displays in enhancing access to cultural material
- techniques and conventions for:
  - creating small displays
  - effective label development, including production and installation.

## 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>• research and develop new ideas for interpretive displays</li> <li>• apply different display techniques when developing interpretive displays</li> <li>• design and develop displays to address specific audience profiles.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to: <ul style="list-style-type: none"> <li>• a collection or site</li> <li>• materials and equipment</li> </ul> </li> <li>• information on audience profile.</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>• evaluation of displays developed by the candidate</li> <li>• evaluation of candidate's ability to design displays for different collection and site scenarios</li> <li>• verbal or written questioning to assess knowledge of display techniques and conventions</li> <li>• evaluation of formal and informal feedback processes developed by the candidate.</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>• CULEVP401A Present information on activities, events and public programs.</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.*

<p><b><i>Stakeholders</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• access specialists</li> <li>• boards of management</li> <li>• conservators</li> <li>• cultural groups</li> <li>• curators</li> <li>• designers</li> <li>• display specialists</li> <li>• local community members</li> <li>• school or education specialists</li> <li>• subject matter experts</li> <li>• visitors.</li> </ul>
<p><b><i>Interpretive display ideas</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• charts</li> <li>• diagrams</li> <li>• display stands</li> <li>• electronic presentations</li> <li>• labels</li> <li>• maps</li> <li>• photographs</li> <li>• signs</li> <li>• support materials, such as:             <ul style="list-style-type: none"> <li>• activity books</li> <li>• guides</li> <li>• handouts</li> <li>• publications.</li> </ul> </li> </ul>
<p><b><i>Information on audience profile</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• age</li> <li>• cultural preferences</li> <li>• cultural diversity</li> <li>• disability access required</li> <li>• educational level</li> <li>• familiarity with collections or sites</li> <li>• gender</li> <li>• physical capabilities</li> <li>• special interests.</li> </ul>

<p><b><i>Operational information</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• budget allocation</li> <li>• collection needs</li> <li>• duration of exhibition</li> <li>• floor plans</li> <li>• lighting</li> <li>• movement of visitors through the space</li> <li>• need for utilities, such as: <ul style="list-style-type: none"> <li>• electricity</li> <li>• water</li> </ul> </li> <li>• security issues</li> <li>• set-up times and duration</li> <li>• size of display areas, such as: <ul style="list-style-type: none"> <li>• booth</li> <li>• stage</li> </ul> </li> <li>• structure of walls</li> <li>• type of surface on which display is to be created</li> <li>• work health and safety requirements.</li> </ul>
<p><b><i>Techniques</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• balance of text and pictorial content</li> <li>• choice of materials for label production and supports</li> <li>• creative interpretation techniques</li> <li>• ensuring access to information</li> <li>• label hierarchies</li> <li>• organisational or industry standards, including: <ul style="list-style-type: none"> <li>• grammatical correctness</li> <li>• technicality of language</li> <li>• use of conventions for information, such as for dates and names</li> </ul> </li> <li>• principles of design</li> <li>• relationship of cultural material to display mechanism</li> <li>• use of colour</li> <li>• use of fonts and typefaces</li> <li>• use of juxtaposition.</li> </ul>
<p><b><i>Materials and equipment</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• three-dimensional materials</li> <li>• adhesives</li> <li>• audiovisual systems</li> <li>• boards</li> <li>• computers</li> <li>• fabric</li> <li>• flags</li> <li>• freestanding display cases and stands</li> <li>• furniture</li> </ul>

	<ul style="list-style-type: none"> <li>• knives</li> <li>• paint</li> <li>• paint brushes</li> <li>• pens and markers</li> <li>• perspex</li> <li>• pins</li> <li>• plinths</li> <li>• printed materials</li> <li>• rulers</li> <li>• scissors</li> <li>• screens</li> <li>• signs</li> <li>• sound systems</li> <li>• string</li> <li>• tape measures</li> <li>• tools</li> <li>• velcro</li> <li>• videos.</li> </ul>
<p><i>Creative use</i> may involve:</p>	<ul style="list-style-type: none"> <li>• experimenting with colour, shape and texture</li> <li>• lighting</li> <li>• placing items in a range of different ways</li> <li>• testing different approaches</li> <li>• use of sound.</li> </ul>

## Unit Sector(s)

Cultural services - Exhibitions and visitor programs