



Australian Government

Department of Education, Employment and Workplace Relations

CULEVP502A Develop and implement exhibition interpretive strategies

Release: 1

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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 develop and implement overall interpretive strategies for exhibitions. The unit focuses on analysis, strategy development, implementation and evaluation.

Application of the Unit

This unit applies to individuals responsible for the development and implementation of interpretive strategies for exhibitions in cultural settings, such as museums, galleries and cultural centres.

Work is undertaken autonomously, in collaboration and consultation with others and often by individuals with management and team-leading responsibilities.

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

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. Define communication needs	<p>1.1 Analyse overall exhibition concepts to determine broad parameters for interpretive strategies</p> <p>1.2 Review relevant exhibition documentation to inform strategy development</p> <p>1.3 Source relevant information on audience profile and research their characteristics and needs</p> <p>1.4 Establish links between audiences, concepts and proposed storylines and themes</p> <p>1.5 Consult with appropriate stakeholders to confirm communication needs</p>
2. Prepare interpretive strategies	<p>2.1 Document aspects of interpretive strategies based on analysis and consultation and according to organisational policies and procedures</p> <p>2.2 Develop options and approaches to take account of audience needs, overall objectives, operational constraints and the principles of universal access</p> <p>2.3 Refine strategies through testing and challenging ideas and feedback from colleagues</p> <p>2.4 Identify and source specialist advice where required</p> <p>2.5 Prepare strategies in an appropriate format</p> <p>2.6 Communicate strategies to relevant colleagues and stakeholders</p>
3. Oversee implementation of interpretive strategies	<p>3.1 Participate in the organising of resources for development of materials to support the interpretive strategy</p> <p>3.2 Monitor the production of materials and suggest adjustments to ensure objectives are achieved</p> <p>3.3 Facilitate holistic approach through ongoing consultations with other exhibition personnel</p>
4. Evaluate interpretive strategies	<p>4.1 Establish appropriate evaluation mechanisms with relevant stakeholders</p> <p>4.2 Use agreed evaluation mechanisms to assess the success of interpretive strategies</p> <p>4.3 Share knowledge gained from evaluation with colleagues</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult with stakeholders
 - discuss complex ideas
- initiative and enterprise skills to:
 - contribute creative ideas
 - evaluate the success of interpretive strategies
- literacy skills to:
 - read and interpret information
 - use appropriate documentation and presentation formats
 - write content for the interpretive strategy
- numeracy skills to:
 - allocate and manage resources
 - track expenditure
- planning and organising skills to:
 - develop integrated and operationally realistic exhibition interpretive strategies
 - implement interpretive strategies
- problem-solving skills to:
 - address challenges and issues associated with exhibition interpretive strategies
 - reduce costs and wastage
 - analyse links between audience and concept
- research skills to identify and analyse a wide range of information sources
- self-management skills to:
 - prioritise work tasks and meet deadlines
 - follow workplace procedures
- teamwork skills to:
 - work cooperatively with colleagues
 - seek feedback on interpretive strategies.

Required knowledge

- roles of different people involved in the exhibition development process and how these interrelate
- purpose of an exhibition interpretive strategy and its impact on all aspects of exhibition development and implementation
- exhibition development concepts, including:
 - themes
 - sub-themes
 - storylines
 - interpretation

- principles of interpretation at a detailed level
- processes for drawing links between collections, audience needs and interpretive approaches
- commonly used interpretive approaches, including specific techniques and technical issues associated with their use
- copyright, moral rights and intellectual property legislation and issues that impact on exhibition interpretive strategies
- cultural protocols relevant to the development of interpretive strategies, including those for exhibitions of Aboriginal or Torres Strait Islander material
- principles of universal access and different audience communication needs, including potential specific needs
- organisational policies and procedures.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> develop, implement and evaluate interpretive strategies for exhibition concepts that meet audience and organisational needs apply detailed knowledge of different interpretive strategies and mechanisms within an exhibition context.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> involvement of, and interaction with, an exhibition team to reflect the collaborative nature of the development process access to: <ul style="list-style-type: none"> an exhibition concept or idea for which an interpretive strategy can be developed resources required to produce interpretive support materials.
Method of assessment	<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"> direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance evaluation of exhibitions for which the candidate has developed the interpretive strategy evaluation of candidate's ability to develop and adapt options and approaches for different collection or exhibition scenarios review of an interpretive strategy presentation. <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>
Guidance information for assessment	<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"> CULEVP504A Develop exhibition concepts.

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.

<i>Exhibitions</i> may be held in different contexts and environments, and may include:	<ul style="list-style-type: none"> • corporate events • festivals • galleries • libraries • museums • online • permanent • temporary • theme parks • travelling • virtual • visitor attractions.
<i>Audience profile</i> may relate to:	<ul style="list-style-type: none"> • age • cultural preferences • cultural diversity • educational level • familiarity with collection • gender • special interest.
<i>Links</i> may relate to:	<ul style="list-style-type: none"> • appropriateness of different technologies • educational issues • issues, such as: <ul style="list-style-type: none"> • cultural • emotional • political • social • preferred learning styles • special needs considerations.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • artists • boards of management • colleagues • conservators • cultural groups associated with exhibitions

	<ul style="list-style-type: none"> • curators • customers • designers • donors • education officers • exhibition construction specialists • local authorities • local community members • management • organising committees • performers • technical specialists.
<i>Aspects of interpretive strategies</i> may include:	<ul style="list-style-type: none"> • access issues • artist performance • audio and audiovisual • interactive elements • labels • live interpretation • online • physical display • promotional materials, such as: <ul style="list-style-type: none"> • brochures • tickets • posters • publications • story telling • virtual.
<i>Options and approaches</i> may relate to use of:	<ul style="list-style-type: none"> • audio • charts • colours • diagrams • fonts • grammar and style • graphics • interactive • maps • photographs • pictorial depictions • signs • text • typefaces

	<ul style="list-style-type: none"> • video.
<i>Specialist advice</i> may relate to:	<ul style="list-style-type: none"> • audience needs • construction • graphic design • interactive and multimedia design • learning styles • printing • public relations • technology.
<i>Appropriate format</i> may be:	<ul style="list-style-type: none"> • animation • assistive technology format • audio • digital image • drawing • electronic presentation • graphic format • model • photograph • plan • printed report • verbal description • video.
<i>Resources</i> may be internal or external and could include:	<ul style="list-style-type: none"> • budgetary allocation • equipment • materials, such as papers • specialist practitioners • tools.
<i>Evaluation mechanisms</i> may be formative or summative and may include:	<ul style="list-style-type: none"> • financial success • focus groups • informal customer or staff feedback • interviews • media recognition indicators, such as: <ul style="list-style-type: none"> • number of articles in newspapers • number of media interviews • observation • participation and attendance levels • patterns of usage or attendance • surveys.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs