



Australian Government

Department of Education, Employment and Workplace Relations

CULEVP503A Develop and promote activities, events and public programs

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 plan, develop and promote activities, events and public programs for different customer groups.

Application of the Unit

This unit applies in a broad range of industry contexts and focuses on the short-term planning and promotion of an activity, event or public program.

Depending on the context, this role may be undertaken by senior experienced operational staff or managers.

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. Establish scope of public programs	<p>1.1 Identify activities, events or public programs that meet current or future organisational priorities and policies</p> <p>1.2 Evaluate external influences that may impact on the development of programs</p> <p>1.3 Research customer needs, current development initiatives and wider community needs</p> <p>1.4 Establish educational, interpretive and commercial objectives in consultation with appropriate stakeholders</p>
2. Develop concepts for public programs	<p>2.1 Develop and document concepts for storylines, interpretive messages and themes</p> <p>2.2 Integrate cultural and environmental protocols into concept development</p> <p>2.3 Identify and use the service of specialists as required</p> <p>2.4 Prepare and present proposals for approval consistent with organisational procedures</p>
3. Prepare to stage activities, events and public programs	<p>3.1 Obtain resources required to complete activity, event or public program</p> <p>3.2 Agree on preparation timeframes with relevant parties and take steps to coordinate with other activities</p> <p>3.3 Confirm that facilities are capable of delivering activities to the specified range of users and provide a suitable and safe environment</p> <p>3.4 Ensure resources required to operate the required facilities are available and suitable</p> <p>3.5 Undertake risk audits and take appropriate action according to organisational procedures</p>
4. Organise publicity	<p>4.1 Assess the suitability of existing promotional materials for activities, events and public programs and audience</p> <p>4.2 Contribute to the development of strategies that target audiences within resource and time constraints</p> <p>4.3 Ensure material contains valid and reliable information and appropriate interpretations</p>
5. Evaluate programs	<p>5.1 Obtain and provide formal and informal feedback from and to customers and colleagues</p> <p>5.2 Modify activities according to feedback received and use feedback to inform future development</p>

	5.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of programs
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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
 - consult with stakeholders
 - discuss complex ideas
 - obtain and evaluate feedback
 - work collaboratively with others in staging the activity
- initiative and enterprise skills to:
 - develop storylines, interpretive messages and themes
 - develop promotional strategies
- literacy skills to:
 - develop varied information support materials
 - read and interpret information
 - use appropriate presentation formats
- numeracy skills to:
 - allocate and manage resources
 - estimate costs and work within budgets
 - track expenditure
- planning and organising skills to:
 - organise resources
 - plan, schedule and coordinate operations
- problem-solving skills to:
 - address challenges and issues that typically arise in the context of developing and promoting programs
 - analyse links between audiences and concepts
 - reduce costs and wastage
- self-management skills to:
 - follow workplace procedures
 - prioritise work tasks and meet deadlines
- technology skills to:
 - apply different formats
 - identify and analyse a wide range of information sources.

Required knowledge

- subject matter around which activities, events or public programs are developed
- features of typical policies, procedures and practices relating to the provision of activities, events and public programs
- concept of sustainable practice and its relevance to the development of public programs
- sources of advice and specialist assistance for activity development
- techniques for planning and scheduling activities, events and public programs
- interpretation techniques suitable for a wide range of audiences

- resources for planning, promoting, delivering and evaluating activities, events and public programs
- cultural protocols to be observed in developing programs, including those relating to Aboriginal or Torres Strait Islander contexts
- copyright, moral rights, privacy and intellectual property issues and legislation that impact on the development of activities, including those relevant to Aboriginal and Torres Strait Islander cultures, child protection and trade practices.

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"> research, plan, develop and promote activities, events or public programs to meet specified needs conduct and evaluate effectiveness of activities, events or public programs.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> assessment conducted over a period of time to allow the candidate to develop, pilot and evaluate an activity, event or public program integration of realistic workplace constraints for the development process, such as budget, space limitations, resource constraints and staff access to: <ul style="list-style-type: none"> relevant organisational documentation equipment and resources relevant to the activity, event or public program.
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 activity, event or public program for a nominated customer group or organisation to develop and evaluate verbal or written questioning to assess knowledge of processes responses to a case study. <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">• CULEVP401A Present information on activities, events and public programs• SITXMPR001A Coordinate production of brochures and marketing materials.
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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><i>Activities, events or public programs</i> may include:</p>	<ul style="list-style-type: none"> • ceremonies • demonstrations • excursions • exhibitions • festivals • field trips • guided tours • holiday or weekend activities • institution open days • performances, such as: <ul style="list-style-type: none"> • theatre • film • music • dance • craft demonstrations • workshops • presentations • school programs • scientific experiments • site visits • special occasions.
<p><i>External influences</i> may include:</p>	<ul style="list-style-type: none"> • changes in technology • current events • current or emerging community interests • legislation • programs in other institutions • social trends • visitation patterns.
<p><i>Specialists</i> may include:</p>	<ul style="list-style-type: none"> • actors • cultural advisers • curators • curriculum advisers • designers

	<ul style="list-style-type: none"> • educational psychologists • environmental consultants • interpretation consultants • learning advisors • performers • teachers • technical experts.
Proposals may include:	<ul style="list-style-type: none"> • aims and objectives • expected outcomes • facilities, resources and equipment needed • marketing and promotional requirements • organisational strategy • staff training needs • target audience • timeline.
Resources may include:	<ul style="list-style-type: none"> • audiovisual equipment and recordings • booking systems and support • catering • contractors, such as performers • costumes • furniture • guest speakers • handouts • licences • lighting • natural resources • other equipment • props • security • space • support materials • technical and creative staffing • transportation.
Materials may include:	<ul style="list-style-type: none"> • activity sheets • curriculum-related material • descriptions • guidance materials • labels • overheads • press releases • replicas and education collection materials

	<ul style="list-style-type: none"> • signs • social media • videos.
<i>Strategies</i> may relate to:	<ul style="list-style-type: none"> • advertising • bulletins • community media • editorials • multifaceted approaches • newspapers • posters • press releases • social media • targeted campaigns • websites.
<i>Customers</i> may be:	<ul style="list-style-type: none"> • educational groups • local community members • special interest groups • tourists.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs