



**Australian Government**

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

# **CULMS008A Conceive, develop and realise exhibition designs**

**Release: 1**

## **CULMS008A Conceive, develop and realise exhibition designs**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit describes the skills and knowledge required to undertake the complete exhibition design process, from initial conception of ideas to the final realisation of the design. As such the unit brings together the wide range of creative, technical and business skills required by an exhibition designer. The unit therefore has strong links to a wide range of other units, and assessment with or after those units is strongly recommended. This unit is focused on physical exhibition design.

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### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

# Elements and Performance Criteria

## Elements and Performance Criteria

<b>Element</b>	<b>Performance Criteria</b>
1 Interpret the brief	<ul style="list-style-type: none"><li>1.1 Analyse the brief to determine overall exhibition concepts</li><li>1.2 Participate in preliminary concept meetings with relevant personnel to discuss exhibition requirements</li><li>1.3 Identify all relevant factors which may determine and affect the design</li><li>1.4 Discuss and agree upon the role of the designer in the overall exhibition development</li></ul>
2 Conduct and evaluate research	<ul style="list-style-type: none"><li>2.1 Assess the material to be exhibited in relation to the development of the design</li><li>2.2 Identify and source references which may inform the design process</li><li>2.3 Critically analyse sources and references in the context of the current design project</li><li>2.4 Consider the impacts and potential of new and emerging technologies to inform the design</li><li>2.5 Collect, collate and adapt materials to develop initial design concepts</li></ul>
3 Generate and assess ideas	<ul style="list-style-type: none"><li>3.1 Generate a range of ideas for the design which respond sympathetically to the brief and provide creative solutions to technical issues</li><li>3.2 Discuss ideas and collaborate with relevant personnel to ensure contribution of ideas to the initial concept</li><li>3.3 Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet the brief</li></ul>

- 4 Develop and document the design
  - 4.1 Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of the design
  - 4.2 Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation
  - 4.3 Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection/discussion
  - 4.4 Develop the exhibition designs from the initial concepts ensuring:
    - , consistency with the exhibition concept
    - , that collection needs are taken into account
    - , that research findings are incorporated
    - , that ideas are technically feasible and demonstrate awareness of parameters and resource constraints
    - , that ideas demonstrate effective use of materials
    - , integration of universal access principles
  - 4.5 Organise or undertake testing and experimentation with selected exhibition design
  - 4.6 Develop an accurate record of the design, including all relevant information
- 5 Communicate design ideas and make amendments
  - 5.1 Present draft exhibition plans and specifications to relevant colleagues in an appropriate format
  - 5.2 Participate in the initial and ongoing evaluation of the presented designs
  - 5.3 Negotiate and agree to modifications to the design and undertake any necessary amendments
  - 5.4 Agree to the final designs and produce accurate and comprehensive documentation to support implementation
  - 5.5 Present final designs, plans and specifications to all relevant personnel and confirm that all production requirements have been met

- 6 Liaise with others to implement exhibition construction
  - 6.1 Liaise with relevant personnel to ensure that all exhibition production requirements are met, quality standards are adhered to and work is undertaken within item, budget and technical constraints
  - 6.2 Participate in ongoing production meetings and evaluation of the exhibition design
  - 6.3 Ensure that any design modifications are agreed, noted and acted upon
  - 6.4 Inform relevant personnel of design changes
  - 6.5 Update any required documentation and record and file according to organisational requirements

## **Required Skills and Knowledge**

Not applicable.

## Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

### **Critical aspects of evidence required to demonstrate competency in this unit**

The following evidence is critical to the judgement of competence in this unit:

- the development and realisation of creative exhibition design concepts which assist in the realisation of the overall exhibition concept and which address operational requirements and constraints

- effective communication, negotiation and project management skills to facilitate the design process

- research skills, including creative interpretation and adaptation of design concepts

### **Context of assessment and consistency of performance**

The assessment context must ensure:

- practical demonstration of skills through the development and implementation of a minimum of two exhibition designs

- assessment over an extended period of time to reflect the nature of the design process and to assess the experimental and implementation aspects of this unit

- involvement of and interaction with an exhibition team to reflect the collaborative nature of the design process

### **Relationships to other units**

This unit brings together a range of technical, creative and organisational skills. It is therefore strongly recommended that this unit be assessed with or after the following units:

- CUSGEN05B - Make presentations

- CUEDES04A - Establish and refine a brief

- CUEDES05A - Manage design realisation

- CUEFIN01B - Develop a budget

- CUEFIN02B - Manage a budget

- CUVCOR09A - Select and apply drawing techniques and media to represent and communicate the concept

- CUVDSP15A - Research and apply techniques for application to spatial design

This unit has very strong linkages to other general design and exhibition units and combined assessment and/or training with those units may also be appropriate.

### **Method of assessment**

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of an exhibition design for which the candidate has been responsible in terms of meeting concept and resource practicality

- evaluation of reports produced by the candidate which demonstrate the processes used in developing and realising the creative concept

- oral or written questioning aimed at evaluating the processes used in developing and realising the creative concept

- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Assessment methods should closely reflect workplace demands and the needs of particular groups [e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling].

### **Essential skills and knowledge**

Assessment must include evidence of the following knowledge and skills:

- role of exhibition design within the overall exhibition development process
- the exhibition scheduling process and its interrelationship with the design process
- role of the exhibition designer, how this may differ depending upon the exhibition, and relationships with other designers and personnel
- relationship between different design elements
- copyright, moral rights and intellectual property legislation in relation to exhibition design
- cultural protocols to be observed in the design process, including those relevant to the exhibition of ATSI material
- ethical standards and protocols for designers working in the museum industry including, principles of universal access
- the formal principles and elements of design and their relevance to exhibition design
- research skills in relation to exhibition design, including creative interpretation and adaptation
- sources and availability of materials and equipment used for exhibition design and construction
- appropriate materials to use with different collection items and impact of those materials
- costing and budgeting techniques for exhibition design
- communication, negotiation, presentation and project management techniques as they apply to the design process
- documentation formats used for exhibition design
- current and emerging technologies available to the exhibition designer
- construction methods/implementation issues associated with the realisation of exhibition designs
- the behaviour of various materials, finishes, painting techniques and colours under lighting
- overall use of artificial lighting in exhibitions
- knowledge of the properties, applications and durability of different types of materials that can be used for exhibition construction

### **Specific resource requirements**

Assessment of this unit requires access to:

- exhibition venue
- resources for both the development and realisation of designs (collection items, equipment, materials, financial and human resources)

### **Generic employability skills**

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

### **How can communication of ideas and information be applied? - (3)**

Presenting the design concept to colleagues

### **How can information be collected, analysed and organised? - (3)**

Critically analysing references to inform design concepts

**How are activities planned and organised? - (3)**

Developing an implementation schedule for the realisation of the design

**How can team work be applied? - (3)**

Monitoring progress with design realisation

**How can the use of mathematical ideas and techniques be applied? - (2)**

Testing different cost models

**How can problem solving skills be applied? - (3)**

Negotiating a solution to conflicting exhibition needs

**How can the use of technology be applied? - (2)**

Using CAD to create designs

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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 will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

**Exhibition requirements may include any of the following:**

- displays
- interactive elements
- furniture and furnishings
- props
- back drops
- special effects
- automated/animatronic devices
- scenic art
- murals
- dioramas
- multi-sensory elements
- full-scale environments
- supports for collection items
- hanging systems
- lighting rig

**Appropriate personnel may include:**

- other designers
- curator
- conservator
- education staff
- construction specialists
- preparators
- taxidermists
- modelmakers
- installation staff
- other specialists

**Relevant factors which determine and affect the design may include:**

- overall exhibition concept
- exhibition duration (permanent/temporary)
- resources (human, financial, physical)
- space/venue specifications or restrictions
- available technologies
- timelines
- regulations, e.g. fire restrictions
- needs of others involved in the exhibition
- access issues
- stability of collection items
- collection requirements (light levels, RH, pollutants)

**The role of the designer may be impacted by:**

- scale of the exhibition
- availability of other expertise
- level of assistance available (in relation to implementation/construction)
- budget

**Sources or references to be used during the design process may include:**

- reference books/journals/texts
- writings of the period
- paintings and illustrations
- photographs
- film, video
- the Internet
- digital images
- technical drawings
- models
- collages
- sketches
- objects
- community/stakeholder consultation
- culturally appropriate representation

**Accurate records of design may include:**

- plans (computer or manually generated)
- specifications
- samples
- mock-ups

**Occupational and public health and safety legislative requirements may include:**

- Commonwealth, State and Territory Occupational Health and Safety regulations
- relevant national and international standards, guidelines and codes of practice, e.g. The Building Code of Australia
- relevant local government construction legislation and regulation

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**Unit Sector(s)**

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