



Australian Government

CUAEVP412 Design and develop interpretive displays

Release: 1

CUAEVP412 Design and develop interpretive displays

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to design and develop small displays to assist in interpreting collections. It involves using visual design and interpretive skills to present material in creative and interesting ways.

The unit applies to those who develop small interpretive displays of collection material and who mostly work independently or in small organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Cultural services – Exhibitions and visitor programs

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop ideas for displays	1.1 Confirm exhibition or display objectives in consultation with required personnel 1.2 Determine interpretive display ideas in context of collection and established objectives 1.3 Research information on audience profile and need according to exhibition or display objectives 1.4 Obtain and assess operational information that may impact development of displays 1.5 Evaluate existing storylines, conduct research and develop new themes or storylines 1.6 Identify need for assistance and where required seek input from interpretive or subject matter specialists

ELEMENT	PERFORMANCE CRITERIA
	1.7 Prepare interpretive display proposals for approval as required
2. Plan and create interpretive displays	2.1 Plan and schedule interpretive display approaches and communication media according to organisational policies and procedures, using established techniques and available resources 2.2 Organise interpretive display spaces that meet intended objectives and reflect the principles of universal access 2.3 Select and organise required materials and equipment using available materials and supplies 2.4 Participate in creating and installing interpretive displays according to organisational policies and procedures 2.5 Identify and resolve interpretive display problems within scope of own role according to organisational policies and procedures 2.6 Maintain displays according to organisational policies and procedures
3. Evaluate interpretive displays	3.1 Obtain formal and informal feedback from customers on effectiveness of interpretive display materials 3.2 Challenge and test interpretive display designs through own evaluation and consultation with required personnel 3.3 Seek feedback from colleagues and enhance interpretive displays

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Oral communication	- Elicits the view and opinions of others using listening and questioning techniques - Clearly articulates requirements using language appropriate to audience and environment and participates in verbal exchanges of ideas/solutions
Reading	Interprets different supporting information and determines and adheres to display requirements
Writing	- Completes required workplace documentation using factual information and industry-related terminology - Records ideas and requirements clearly and creatively using techniques applicable to audience and environment
Initiative and enterprise	- Generates creative displays and seeks input from others as required using analytical thinking techniques and visual literacy skills - Reviews display approaches and suggests improvements using

SKILL	DESCRIPTION
	analytical and lateral thinking
Planning and organising	Determines resource and equipment requirements and works logically and systematically when undertaking work activities within agreed timelines
Self-management	- Accepts responsibility and ownership for tasks and makes decisions on completion parameters and need of coordination with others - Takes personal responsibility for following policies and procedures
Teamwork	Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met
Technology	Creates effective displays using features and functions of digital tools.

Unit Mapping Information

Supersedes and is equivalent to CUA EVP402 Design and develop interpretive displays.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>