Australian Government

CUL04 Museum and Library - Information Services Training Package

Release: 2.1

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Modification History

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
2.1	March 2009	A number of imported units updated Units deleted that are no longer relevant See table below for codes of units updated/deleted and qualifications that are impacted on by having an updated unit in the core
2	2006	CUL04 Museum and Library/Information Services Training Package assessed in terms of Employability Skills; mandatory text updated; Museums and Library/Information Services components integrated; Employability Skills information added, mandatory text added and components integrated; units updated to reflect DEST template requirements (added Application of the unit and competency field to every unit; split Required Skills and Knowledge with more explicit expression of required skills; minor edits to encourage broader application of some units) through Innovation and Business Skills Australia (IBSA), the Industry Skills Council for innovation and business
1	2004	CUL04 Museum and Library/Information Services Training Package developed through the review of CUL99; review conducted through CREATE Australia (refer to Appendix B for 1999 to 2004 changes)

Preliminary Information

Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

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Check the version number before commencing training or assessment

This Training Package is Version 2.1 – check whether this is the latest version by going to the National Training Information Service (*www.ntis.gov.au*) and locating information about the Training Package. Alternatively, contact Innovation and Business Skills Australia (*www.ibsa.org.au*) to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

Previously the review date (shown on the title page and in the footer of each page) indicated when the Training Package was expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they **are reviewed or replaced.**

Continuous improvement

As of 2006, the review date will incorporate continuous improvement.

The National Quality Council (NQC) has determined that the initial intensive development phase of Training Packages is complete and that it is time for the emphasis to move to ensuring the currency of Training Packages and to improving their 'fitness for purpose'. Consequently, future emphasis will be on improving Training Packages through periodic review balanced by a continuum of Training Package maintenance, endorsement and implementation, referred to as continuous improvement.

Continuous improvement will focus on information gathering and analysis in a context of industry engagement, market intelligence and product development.

The fitness for purpose and currency of Training Packages will continue to be monitored by the NQC in a three year cycle, but determinations will be made on the basis of evidence of continuous improvement and sufficiency of consultative processes.

A full review of a Training Package may still be undertaken where evidence of continuous improvement is not considered to be sufficient, or where consultation indicates the need. This may be requested by the NQC or by the ISC.

Training Package coding will be updated every three years in line with NQC processes.

Continuous improvement processes will be used following the first review of each Training Package, except in cases where the time elapsed since the last review indicates a need for a full review.

Version modification history

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1	2004	CUL04 Museum and Library/Information Services Training Package developed through the review of CUL99; review conducted through CREATE Australia (refer to Appendix B for 1999 to 2004 changes)

Qualifications that are impacted on by having an updated imported unit/s in the core

Version 2.0 code	Title	Version 2.1 Replaced with
BSB01 Business Services Training Package		
BSBFLM404A	Lead work teams	New unit BSBFLM412A Promote team effectiveness
BSBFLM501A	Manage personal work priorities and professional development	BSBFLM501B – equivalent
BSBFLM503A	Manage effective workplace relationships	BSBFLM503B – equivalent
BSBFLM506A	Manage workplace information systems	BSBFLM506B – equivalent

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Version 2.0 code	**Title**	**Version 2.1 Replaced with**
BSBFLM507A	Manage quality customer service	BSBSLM507B – equivalent
BSBFLM509A	Facilitate continuous improvement	BSBFLM509B – equivalent
BSBFLM510A	Facilitate and capitalise on change and innovation	BSBFLM510B – equivalent
BSBFLM511A	Develop a workplace learning environment	BSBFLM511B – equivalent
BSBFLM512A	Ensure team effectiveness	New unit
CUE03 Entertainment Training Package		
CUECOR01B	Manage own work and learning	CUECOR01C – equivalent
CUECOR02B	Work with others	CUECOR02C – equivalent
CUECOR03A	Provide quality service to customers	CUECOR03B – equivalent
CUECOR04A	Deal with conflict and resolve complaints	CUECOR04B – equivalent
CUEDES04A	Establish and refine a brief	CUEDES04B – equivalent
CUEDES05A	Manage design realisation	CUEDES05B – equivalent
CUEEVT03A	Integrate knowledge of creative and technical production into management processes	CUEEVT03B – equivalent
CUEFIN01B	Develop a budget	CUEFIN01C – equivalent
CUEFIN02B	Manage a budget	CUEFIN02C – equivalent
CUEFIN03B	Obtain sponsorship	CUEFIN03C
CUEIND03A	Integrate accessibility principles into work practices	CUEIND03B – equivalent
CUEMAR01B	Assist with marketing	CUEMAR01C – equivalent
CUEMAR02B	Undertake market research	CUEMAR02C – equivalent

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Version 2.0 code	**Title**	**Version 2.1 Replaced with**
CUEMAR03B	Undertake marketing activities	CUEMAR03C – equivalent
CUEOHS01B	Implement workplace health, safety and security procedures	CUEOHS01C – equivalent
CUEOHS02B	Establish and maintain a safe and secure workplace	CUEOHS02C – equivalent
CUETEM09A	Manage diversity	CUETEM09B – equivalent
CUV03 Visual Arts, Craft and Design Training Package		
CUVADM01A	Develop and implement arts administration systems and procedures	CUVADM01B – equivalent
CUVADM02A	Plan work space	CUVADM02B – equivalent
CUVADM05A	Plan and develop information management systems	CUVADM05B – equivalent
CUVADM08A	Develop and manage public relations strategies	CUVADM08B – equivalent
CUVADM10A	Research and utilise revenue and funding opportunities	CUVADM10B – equivalent
CUVADM11A	Work within an arts organisation context	CUVADM11B – equivalent
CUVADM12A	Work with arts professionals in an arts organisation	CUVADM12B – equivalent
CUVADM13A	Research and critique cultural work(s)	CUVADM13B – equivalent
CUVCON06A	Develop concepts for arts organisations or projects	CUVCON06B – equivalent
CUVCOR04A	Originate concept for own work and conduct critical discourse	CUVCOR04B – equivalent
CUVCRS03A	Produce computer-aided drawings	CUVCRS03B – equivalent
CUVDES01A	Apply colour theory in response	BSBDES301A Explore the use of

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Version 2.0 code	Title	Version 2.1 Replaced with
	to a brief	colour – equivalent
CUVDES02A	Apply the design process to 2-dimensional work in response to a brief	BSBDES302A Explore and apply the creative design process to 2D forms – equivalent
CUVDES03A	Apply the design process to 3-dimensional work in response to a brief	BSBDES303A Explore and apply the creative design process to 3D forms – equivalent
CUVDES04A	Integrate colour theory and design processes in response to a brief	CUVDES04B – equivalent
CUVDES05A	Interpret and respond to a brief	BSBDES402A Interpret and respond to a design brief – equivalent
CUVDSP04A	Research and apply the history and theory of design to design practice	CUVDSP04B – equivalent
CUVDSP15A	Research and apply techniques for application to spatial design	CUVDSP15B – equivalent
CUVICS01A	Contribute to workplace improvements	CUVICS01B – equivalent
CUVICS02A	Share ideas in the workplace	CUVICS02B – equivalent
CUVICS03A	Develop innovative ideas at work	CUVICS03B – equivalent
CUVICS04A	Originate and develop a concept	CUVICS04B – equivalent
CUVICS05A	Lead a team to foster innovation	CUVICS05B – equivalent
CUVICS06A	Create an innovative work environment	CUVICS06B – equivalent
CUVICS07A	Set up systems that support innovation	CUVICS07B – equivalent
CUVPRP02A	Develop understanding of own Aboriginal or Torres Strait Islander identity	CUVPRP02B – equivalent

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Version 2.0 code	Title	Version 2.1 Replaced with
CUVPRP03A	Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts	CUVPRP03B – equivalent
ICA05 Information and Communications Technology Training Package		
ICAB4169B	Use development software and IT tools to build a basic website	New unit
ICAU2006B	Operate computing packages	ICAITU006C – equivalent
ICAU3126B	Use advanced features of computer applications	ICAITU126B – equivalent
ICP05 Printing and Graphic Arts Training Package		
ICPMM296B	Create and test a CD-ROM/DVD	New unit – no equivalent
ICPMM321B	Capture a digital image	New unit – no equivalent
ICPMM322B	Edit a digital image	ICPMM21CA – equivalent
ICPMM344B	Manipulate and incorporate audio into multimedia presentations	ICPMM44CA – equivalent
ICPMM346B	Incorporate video into multimedia presentations	New unit – not equivalent
TAA04 Training and Assessment Training Package		
TAAASS301B	Contribute to assessment	BSZ402A – equivalent
TAAASS401B	Plan and organise assessment	BSZ401A – equivalent
TAAASS402B	Assess competence	BSZ402A – equivalent
TAADEL301B	Provide training through instruction and demonstration of work skills	BSZ404A – equivalent
TAADEL401B	Plan and organise group based delivery	BSZ406A – equivalent
TAADEL402B	Facilitate group based learning	BSZ404A – equivalent

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Version 2.0 code	Title	Version 2.1 Replaced with
TAADEL403B	Facilitate individual learning	There is partial equivalence between BSZ404A and TAADEL403A but application would need to be demonstrated to an individual learning relationship applying the relevant techniques for individual facilitation that are specified in TAADEL403A. Individuals holding BSZ404A would need to show evidence of one-to-one approach to gain equivalence.
TAADEL404B	Facilitate work-based learning	BSZ403A has partial equivalence with TAAASS404A.

Units deleted from version 2.0

BSZ403A	Review assessment
ICPMM11BA	Identify components of multimedia
ICPMM15DA	Develop a multimedia script
ICPMM41CA	Incorporate text into multimedia presentations
ICPMM42CA	Incorporate 2D graphics into multimedia presentations
ICPMM65DA	Create web pages with multimedia
BSBFLM404A	Lead work teams
BSBFLM502A	Provide leadership in the workplace
BSBFLM504A	Facilitate work teams

Qualifications that are impacted on by having an updated imported unit/s in the core

Qualification	Unit in CUL04 version 2.1	Comment relating to CUL04 version 2
CUL30204 Certificate III in Museum Practice	CUECOR02C Work with others	Replaced earlier ‘B’ version

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CUL40204 Certificate IV in Museum Practice	BSBFLM412A Promote team effectiveness CUEOHS01C Implement workplace health, safety and security procedures	Replaced BSBFLM404A Lead work teams Replaced previous 'B' version of unit
CUL50204 Diploma of Museum Practice	BSBFLM503B Manage effective workplace relationships CUEFIN02C Manage a budget CUEOHS02C Establish and maintain a safe and secure workplace	Replaced previous 'A' version of unit Replaced previous 'B' version of unit Replaced previous 'B' version of unit
CUL20104 Certificate II in Library/Information Services	CUECOR03B Provide quality service to customers	Replaced previous 'A' version of unit
CUL30104 Certificate III in Library/Information Services	CUECOR03B Provide quality service to customers	Replaced previous 'A' version of unit
CUL40104 Certificate IV in Library/Information Services	BSBFLM412A Promote team effectiveness CUEOHS01C Implement workplace health, safety and security procedures ICAU2006B Operate computing packages Under 'Library Assistant' TAADEL301B Provide training through instruction and demonstrated work skills NB this unit was erroneously listed as TAADEL402B	Replaced BSBFLM404A Lead work teams Replaced previous 'B' version of unit Replaced ICAITU006C Operate computing packages Replaced BSZ407A Train small groups
CUL50104 Diploma of Library/Information Services	BSBFLM503B Manage effective workplace relationships TAADEL301B Provide training through instruction	Replaced previous 'A' version of unit Replaced BSZ407A Train small groups

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	and demonstrated work skills NB this unit was erroneously included in qualification as TAADEL402B	

List of AQF qualifications

Code	Title
Museum Qualifications	
CUL20204	Certificate II in Museum Practice
CUL30204	Certificate III in Museum Practice
CUL40204	Certificate IV in Museum Practice
CUL50204	Diploma of Museum Practice
CUL60204	Advanced Diploma of Museum Practice
Library/Information Services Qualifications	
CUL20104	Certificate II in Library/Information Services
CUL30104	Certificate III in Library/Information Services
CUL40104	Certificate IV Library/Information Services
CUL50104	Diploma of Library/Information Services
CUL60104	Advanced Diploma of Library/Information Services

Summary of Units of Competency and their Pre-Requisite Requirements

Code	Title	Pre-Requisite units
CULLB001B	Develop and apply knowledge of the library/information services industry	Nil
CULLB002B	Obtain information from external and networked sources to meet customer needs	Nil
CULLB003	Research and analyse information to meet customer	Nil

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Code	Title	Pre-Requisite units
B	needs	
CULLB004 B	Process information resource orders	Nil
CULLB005 B	Search databases	Nil
CULLB203 C	Develop and use information literacy skills	Nil
CULLB205 C	Process and maintain information resources	Nil
CULLB206 C	Assist with circulation services	Nil
CULLB302 C	Use cataloguing tools	Nil
CULLB307 C	Use multimedia	Nil
CULLB401 C	Assist customers to access information	Nil
CULLB412 C	Undertake cataloguing activities	Nil
CULLB505 C	Analyse and describe information materials	Nil
CULLB506 C	Catalogue and classify material	Nil
CULLB508 C	Monitor and enhance information access	Nil
CULLB509 C	Select and acquire information materials	Nil
CULLB510 C	Develop and maintain community/stakeholder relationships	Nil
CULLB602 C	Use, evaluate and extend own information literacy skills	Nil

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Code	Title	Pre-Requisite units
CULLB604 C	Manage care and maintenance of the collection	Nil
CULLB605 C	Manage collection development	Nil
CULLB701 C	Analyse and describe specialist/complex material	Nil
CULLB708 C	Manage information access	Nil
CULMS001 B	Work with Aboriginal or Torres Strait Islander cultural material	Nil
CULMS002 B	Research and evaluate Aboriginal or Torres Strait Islander cultural material	Nil
CULMS003 B	Move/store cultural material	Nil
CULMS004 B	Integrate knowledge of education and learning into museum activities	Nil
CULMS005 B	Research and generate ideas for exhibition concepts	Nil
CULMS006 B	Develop and implement the interpretive/communication strategy for an exhibition	Nil
CULMS007 B	Design and develop interpretive displays	Nil
CULMS008 B	Conceive, develop and realise exhibition designs	Nil
CULMS009 B	Implement preventive conservation activities	Nil
CULMS010 B	Contribute to the preservation of cultural material	Nil
CULMS011 B	Develop a disaster preparedness plan	Nil
CULMS012	Plan event touring	Nil

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Code	Title	Pre-Requisite units
B		
CULMS013 B	Implement facility maintenance programs	Nil
CULMS201 C	Develop and apply knowledge of the museum industry	Nil
CULMS202 C	Provide visitors with venue information and assistance	Nil
CULMS205 C	Observe and report basic condition of collection	Nil
CULMS207 C	Assist with the presentation of public activities and events	Nil
CULMS406 C	Deliver information, activities and events	Nil
CULMS407 C	Install and dismantle exhibition elements	Nil
CULMS411 C	Prepare display accommodation for cultural material	Nil
CULMS412 C	Record and maintain collection information	Nil
CULMS502 C	Acquire/dispose of cultural material	Nil
CULMS504 C	Organise and monitor exhibition installation/dismantling	Nil
CULMS506 C	Plan and develop activities, events and programs	Nil
CULMS605 C	Develop and implement procedures for the movement and storage of cultural material	Nil
CULMS609 C	Develop policies and strategies	Nil
CULMS610 C	Research, describe and document cultural material	Nil

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Code	Title	Pre-Requisite units
CULMS611C	Lend/borrow cultural material	Nil

Imported Units of Competency

Code	Title
BSB01 Business Services Training Package	
BSBADM304A	Design and develop text documents
BSBADM305A	Create and use databases
BSBADM306A	Create electronic presentations
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM310A	Maintain a general ledger
BSBADM403A	Develop and use complex databases
BSBADM404A	Develop and use complex spreadsheets
BSBADM405A	Organise meetings
BSBADM408A	Prepare financial reports
BSBADM502A	Manage meetings
BSBADM505A	Manage payroll
BSBCMN103A	Apply basic communication skills
BSBCMN108A	Develop keyboard skills
BSBCMN203A	Communicate in the workplace
BSBCMN205A	Use business technology
BSBCMN213A	Produce simple word processed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN305A	Organise workplace information

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Code	Title
BSBCMN306A	Produce business documents
BSBCMN406A	Maintain business technology
BSBDES301A	Explore the use of colour
BSBDES302A	Explore and apply the creative design process to 2D forms
BSBDES303A	Explore and apply the creative design process to 3D forms
BSBDES402A	Interpret and respond to a design brief
BSBFLM506B	Manage workplace information systems
BSBFLM507B	Manage quality customer service
BSBFLM509B	Facilitate continuous improvement
BSBFLM510B	Facilitate and capitalise on change and innovation
BSBFLM511B	Develop a workplace learning environment
BSBFLM512A	Ensure team effectiveness
BSBHR402A	Recruit and select personnel
BSBRKG301A	Control records
BSBRKG302A	Undertake disposal
BSBRKG303A	Retrieve information from records
BSBRKG304A	Maintain business records
BSBRKG401A	Review the status of a record
BSBRKG402A	Provide information from and about records
BSBRKG403A	Set up a business or records system for a small office
BSBRKG501A	Determine business or records system specifications
BSBRKG502A	Manage and monitor business or records systems
BSBRKG503A	Develop and maintain a classification scheme
BSBRKG504A	Develop terminology for activities and records

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Code	Title
BSBRKG505A	Document or reconstruct a business or records system
BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
CUE03 Entertainment Training Package	
CUECOR01C	Manage own work and learning
CUECOR02C	Work with others
CUECOR03B	Provide quality service to customers
CUECOR04B	Deal with conflict and resolve complaints
CUEDES04B	Establish and refine a brief
CUEDES05B	Manage design realisation
CUEEVT03B	Integrate knowledge of creative and technical production into management processes
CUEFIN01C	Develop a budget
CUEFIN02C	Manage a budget
CUEFIN03C	Obtain sponsorship
CUEIND03B	Integrate accessibility principles into work practices
CUEMAR01C	Assist with marketing
CUEMAR02C	Undertake market research

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Code	Title
CUEMAR03C	Undertake marketing activities
CUEOHS01C	Implement workplace health, safety and security procedures
CUEOHS02C	Establish and maintain a safe and secure workplace
CUETEM09B	Manage diversity
CUF01 Film, TV, Radio and Multimedia Training Package	
CUFADM01A	Prepare a proposal
CUFMEM02A	Author a multimedia product
CUFMEM03A	Integrate and use scripting language in authoring a multimedia product
CUFMEM12A	Update web pages
CUFMEM13A	Incorporate, design and edit digital video
CUFSAF01B	Follow health, safety and security procedures
CUS01 Music Training Package	
CUSADM03A	Manage a project
CUSADM04A	Manage a major project
CUSADM05A	Develop and implement a business/strategic plan
CUSADM06A	Develop and implement an operational plan
CUSADM08A	Address copyright requirements
CUSADM09A	Address legal and administrative requirements
CUSFIN01A	Finance a project
CUSGEN01A	Use and adapt to changes in technology
CUSGEN02B	Work in a culturally diverse environment
CUSGEN04B	Participate in negotiations
CUSGEN05B	Make presentations

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Code	Title
CUSRAD01A	Collect and organise information
CUSRAD02A	Conduct research
CUV03 Visual Arts, Craft and Design Training Package	
CUVADM01B	Develop and implement arts administration systems and procedures
CUVADM02B	Plan work space
CUVADM05B	Plan and develop information management systems
CUVADM08B	Develop and manage public relations strategies
CUVADM10B	Research and utilise revenue and funding opportunities
CUVADM11B	Work within an arts organisation context
CUVADM12B	Work with arts professionals in an arts organisation
CUVADM13B	Research and critique cultural work(s)
CUVCON06B	Develop concepts for arts organisations or projects
CUVCOR04B	Originate concept for own work and conduct critical discourse
CUVCRS03B	Produce computer-aided drawings
CUVDES04B	Integrate colour theory and design processes in response to a brief
CUVDSP04B	Research and apply the history and theory of design to design practice
CUVDSP15B	Research and apply techniques for application to spatial design
CUVICS01B	Contribute to workplace improvements
CUVICS02B	Share ideas in the workplace
CUVICS03B	Develop innovative ideas at work
CUVICS04B	Originate and develop a concept
CUVICS05B	Lead a team to foster innovation
CUVICS06B	Create an innovative work environment

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Code	Title
CUVICS07B	Set up systems that support innovation
CUVPRP02B	Develop understanding of own Aboriginal or Torres Strait Islander identity
CUVPRP03B	Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts
ICA05 Information and Communications Technology Training Package	
ICAB4169B	Use development software and IT tools to build a basic website
ICAU2006B	Operate computing packages
ICAU3126B	Use advanced features of computer applications
ICP05 Printing and Graphic Arts Training Package	
ICPMM296B	Create and test a CD-ROM/DVD
ICPMM321B	Capture a digital image
ICPMM322B	Edit a digital image
ICPMM344B	Manipulate and incorporate audio into multimedia presentations
ICPMM346B	Incorporate video into multimedia presentations
SRS03 Sport Industry Training Package – Generic	
SRXEVT007B	Manage spectators at an event or program
SRXHRM001B	Manage volunteers
TAA04 Training and Assessment Training Package	
TAAASS301B	Contribute to assessment
TAAASS401B	Plan and organise assessment
TAAASS402B	Assess competence
TAADEL301B	Provide training through instruction and demonstration of work skills
TAADEL401B	Plan and organise group-based delivery

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Code	Title
TAADEL402B	Facilitate group-based learning
TAADEL403B	Facilitate individual learning
TAADEL404B	Facilitate work-based learning
THH02 Hospitality Training Package	
THHGCS01B	Develop and update local knowledge
THHGCS05B	Organise in-house functions
THHGFA02B	Maintain financial records
THHGFA06A	Interpret financial information
THHGHS03B	Provide first aid
THHGLE05B	Roster staff
THHGLE06B	Monitor staff performance
THHGLE10B	Manage workplace relations
THHGLE12B	Develop and manage marketing strategies
THHGLE15B	Manage financial operations
THHGLE16B	Manage physical assets
THHGLE22A	Manage risk
THT02 Tourism Training Package	
THTFAT02B	Monitor entry to venue
THTFAT03B	Provide a site briefing or scripted commentary
THTFME01B	Coordinate guest and delegate registrations at venue
THTFME02B	Provide on-site event management services
THTFME03A	Develop and update event industry knowledge
THTFME04A	Develop an event concept
THTFME05A	Select event venues and sites

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Code	Title
THTFME06A	Manage event contractors
THTFME07A	Organise and monitor infrastructure for outdoor events
THTFME08A	Integrate technology into the event management process
THTFME09A	Develop and update knowledge of protocol
THTFTG01B	Work as a guide
THTFTG03B	Develop and maintain the general knowledge required by guides
THTFTG06B	Prepare and present tour commentaries or activities
THTFTG07B	Research and share general information on Australian indigenous culture
THTFTG08B	Interpret aspects of local Australian indigenous culture
THTFTG12A	Prepare specialised interpretive content (flora, fauna and landscape)
THTFTG13A	Prepare specialised interpretive content (marine environments)
THTFTG14A	Prepare specialised interpretive content (cultural and heritage environments)
THTPPD04B	Plan and implement minimal impact operations
THTPPD05B	Plan and develop interpretive activities
THTPPD08B	Plan and develop event proposals and bids
THTSMA01B	Coordinate the production of brochures and marketing materials
THTTCO01B	Develop and update tourism industry knowledge
WRR02 Retail Training Package	
WRRCS2B	Apply point of sale handling procedures
WRRLP2B	Minimise theft
WRRM1B	Merchandise products
WRRS1B	Sell products and services
WRRS2B	Advise on products and services

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Please Note:

At the time of producing Version 2 *CUL04 Museum and Library/Information Services Training Package*, the following applies regarding updating imported units:

Units imported from the following IBSA Training Packages have not been updated because the 'parent' Training Package was under review:

- BSB01 Business Services Training Package
- CUF01 Film, TV, Radio and Multimedia Training Package
- CUS01 Music Training Package.

This means that units imported from these Training Packages have not been updated for Employability Skills enhancements, including the insertion of the DEST mandatory Employability Skills text. Units imported from these Training Packages still retain information about Key Competencies.

Imported units from these Training Packages will be updated as part of continuous review for *CUL04 Museum and Library/Information Services Training Package*, following endorsement of the reviewed 'parent' Training Package.

Units imported from the following IBSA Training Packages have been updated because the 'parent' Training Package was only undergoing minor changes for Employability Skills:

- CUE03 Entertainment Training Package
- CUV03 Visual Arts, Craft and Design Training Package
- ICA05 Information and Communications Technology Training Package
- ICP05 Printing and Graphic Arts Training Package
- TAA04 Training and Assessment Training Package.

This means that units imported from these Training Packages have been updated with Employability Skills enhancements, including DEST mandatory Employability Skills text; the unit code version identifier has been changed to reflect this change. Units imported from these Training Packages do not have information about Key Competencies.

Units imported from the following Training Packages will be updated once the Training Packages concerned have been updated for Employability Skills by the relevant Industry Skills Council:

- SRS03 Sport Industry Training Package – Generic
- THH02 Hospitality Training Package
- THT02 Tourism Training Package
- WRR02 Retail Training Package

This means that units imported from these Training Packages have not been updated for Employability Skills enhancements, including the insertion of the DEST mandatory Employability Skills text. Units imported from these Training Packages still retain information about Key Competencies.

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Imported units from these Training Packages will be updated as part of continuous review for *CUL04 Museum and Library/Information Services Training Package*, following endorsement of the reviewed 'parent' Training Package.

When accessing imported units of competency users are advised to check with the host Industry Skills Council or the NTIS (*www.ntis.gov.au*) to ensure the most current version is being used.

Summary Mapping of CUL04 to CUL99

Training Packages are a key feature of vocational education and training in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simple, flexible and relevant to the needs of industry.

The Museum and Library/Information Services Training Package was first developed and endorsed in 1999. The Training Package was reviewed and re-produced in 2004, based on widespread consultation with both industry and training organisations. As a result of the review, some key changes were made; refer to Appendix B for detailed changes. Below is an overview of major changes made as a result of the review:

Qualifications

- more flexibility in qualifications, allowing for multi-skilling or specialisation plus the ability to use more units from other Training Packages
- expanded guidance for packaging qualifications through the inclusion of examples for particular job outcomes
- many changes to unit requirements arising from rationalisation of competency standards (often these changes are not content-related)
- greater focus on technology

Competency Standards

- rationalisation of units leading to a significant reduction in the number of units carrying a specific museum or library coding
- categorisation and 'bundling' of units into functional groups to facilitate easier navigation of the package
- importation of a wide range of units from other Training Packages such as Business Services, Tourism, Retail, and Printing and Graphic Arts
- enhancement of all competency standards including:
  - change of performance criteria to active voice
  - improved articulation and specification of essential knowledge requirements
  - more specification of assessment requirements
  - expanded information on language, literacy and numeracy
  - more explicitly stated requirements in relation to cultural protocols
- development of new units:
  - Aboriginal or Torres Strait Islander museum practice
  - exhibition development and management

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- educational focus in museum activity
- database searching
- library/information services industry context.

In 2006, units were updated to reflect DEST template requirements and Category 1 changes were made to a small number of units to make aspects of Employability Skills more explicit, creating Version 2 of the CUL04 Museum and Library/Information Services Training Package.

Overview of Training Packages

Overview of Training Packages

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials;
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies;
- encourages the development and delivery of flexible training which suits individual and industry requirements; and
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

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Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

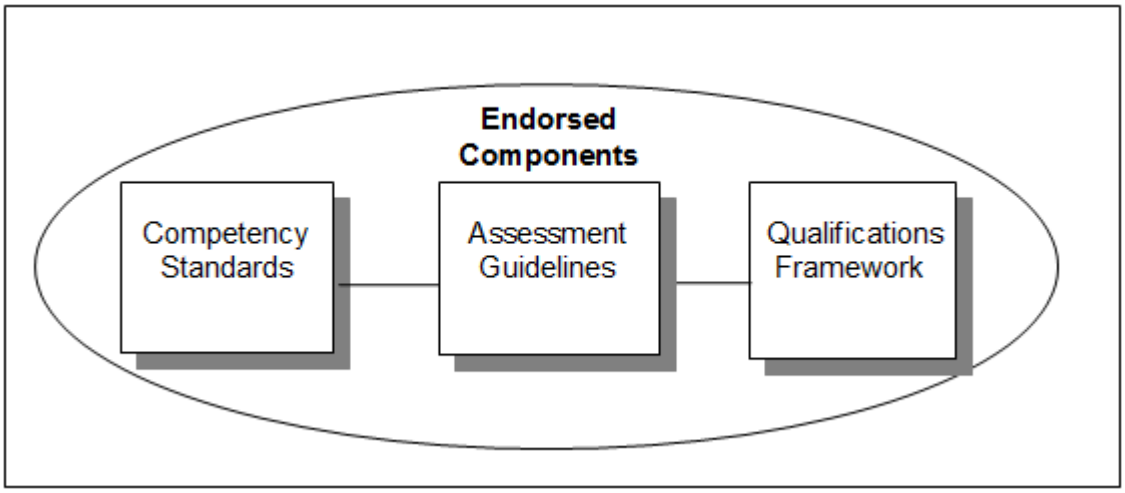
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training Organisations*.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

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Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

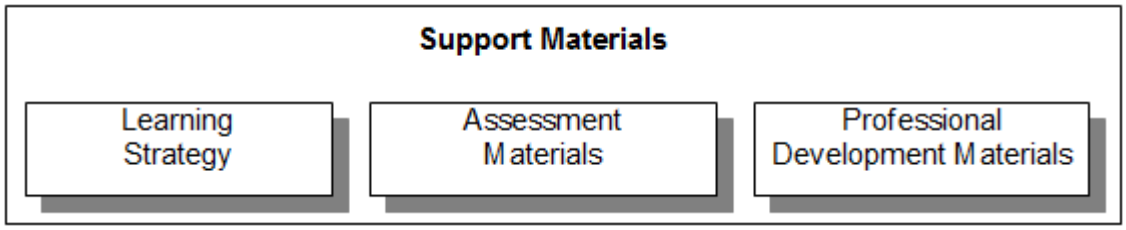
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of 'noting' by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (*www.ntis.gov.au*).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

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Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the title always following the code.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example CUL04. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example CUL30104 . The first three letters identify the Training Package; the first number identifies the qualification level (noting that arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in CULLB001B. The first three characters signify the Training Package (CUL04 Museum and Library/Information Services Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. An 'A' code (as in BSBADM305A Create and use databases) indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the Range Statement or Evidence Guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

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Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV and 'of' for Diploma , Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then the industry descriptor follows, for example Printing and Graphic Arts; and
- if applicable, the occupational or functional stream follows in brackets, for example (Multimedia).

For example:

- ICP30305 Certificate III in Printing and Graphic Arts (Multimedia)
- CUL40204 Certificate IV in Museum Practice
- CUL50104 Diploma of Library/Information Services.

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- CULLB001B Develop and apply knowledge of the library/information services industry
- CULMS407C Install and dismantle exhibition elements.

Qualifications Framework

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Framework Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

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Qualifications

Training Packages can incorporate the following AQF qualifications.

- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …
- Advanced Diploma of …
- Vocational Graduate Certificate in …
- Vocational Graduate Diploma of …

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

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Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction; and
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources; and
- take limited responsibility for own outputs in work and learning.

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Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge;
- apply a range of well-developed skills;
- apply known solutions to a variety of predictable problems;
- perform processes that require a range of well-developed skills where some discretion and judgement is required;
- interpret available information, using discretion and judgement;
- take responsibility for own outputs in work and learning; and
- take limited responsibility for the output of others.

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Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts;
- apply solutions to a defined range of unpredictable problems;
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas;
- identify, analyse and evaluate information from a variety of sources;
- take responsibility for own outputs in relation to specified quality standards; and
- take limited responsibility for the quantity and quality of the output of others.

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Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas;
- analyse and plan approaches to technical problems or management requirements;
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations;
- evaluate information, using it to forecast for planning or research purposes;
- take responsibility for own outputs in relation to broad quantity and quality parameters; and
- take some responsibility for the achievement of group outcomes.

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Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas;
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions;
- generate ideas through the analysis of information and concepts at an abstract level;
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills;
- demonstrate accountability for personal outputs within broad parameters; and
- demonstrate accountability for personal and group outcomes within broad parameters.

New Qualifications in the Australian Qualifications Framework

Two new vocational education and training qualifications are now available: the Vocational Graduate Certificate and the Vocational Graduate Diploma.

The following information about these two qualifications has been sourced from the Australian Qualifications Framework publication: *New Qualifications – Vocational Graduate Certificate and Vocational Graduate Diploma.*

Contact the Australian Qualifications Framework website for further details (*www.aqf.edu*).

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Vocational Graduate Certificate

Characteristics of Learning Outcomes

Characteristics of competencies or learning outcomes at this level include:

- the self-directed development and achievement of broad and / or specialised areas of knowledge and skills building on prior knowledge and skills;
- substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and/or management functions in highly varied and/or highly specialised contexts; and
- applications involve making significant, high level, independent judgements in major, broad or specialised planning, design, operational, technical and/or management functions in highly varied and/or highly specialised contexts. It may include responsibility and broad ranging accountability for the structure, management and output of the work of others and/or functions.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Where additional information is required to assist in determining the qualification level, the following information could be useful; it is emphasised that the information is not intended to be used as a checklist which all Vocational Graduate Certificate qualifications must include, or to replace the authority statement above.

In order to assist determining the relevant qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

Do the Competencies or Learning Outcomes enable an individual with this qualification to:

- demonstrate the self-directed development and achievement of broad and/or specialised areas of knowledge and skills building on prior knowledge and skills;
- initiate, analyse, design, plan, execute and evaluate major, broad or specialised technical and/or management functions in highly varied and/or highly specialised contexts;
- generate and evaluate ideas through the analysis of information and concepts at an abstract level;
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts;
- demonstrate responsibility and broad ranging accountability for personal outputs; and
- demonstrate responsibility and broad ranging accountability for the structure, management and output of the work of others and/or functions.

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Vocational Graduate Diploma

Characteristics of Learning Outcomes

Characteristics of competencies or learning outcomes at this level include:

- the self-directed development and achievement of broad and/or specialised areas of knowledge and skills building on prior knowledge and skills;
- substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and/or highly specialised, in highly varied and/or highly specialised contexts;
- further specialisation within a systematic and coherent body of knowledge; and
- applications involve making the high level, fully independent, complex judgements in broad and/or highly specialised planning, design, operational, technical and/or management functions in highly varied and/or highly specialised contexts. It may involve full responsibility and accountability for all aspects of work of others and functions including planning, budgeting and strategy.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Where additional information is required to assist in determining the qualification level, the following information could be useful; it is emphasised that the information is not intended to be used as a checklist which all Vocational Graduate Diploma qualifications must include, or to replace the authority statement above.

In order to assist determining the relevant qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

Do the Competencies or Learning Outcomes enable an individual with this qualification to:

- demonstrate the self-directed development and achievement of broad and/or highly specialised areas of knowledge and skills building on prior knowledge and skills;
- initiate, analyse, design, plan, execute and evaluate major functions either broad and/or highly specialised within highly varied and/or highly specialised contexts;
- generate and evaluate complex ideas through the analysis of information and concepts at an abstract level;
- demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and/or highly specialised or varied contexts;
- demonstrate full responsibility and accountability for personal outputs; and
- demonstrate full responsibility and accountability for all aspects of work of others and functions including planning, budgeting and strategy.

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Employability Skills

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at:

www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills:[1]

[1] Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

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Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	**Facets** Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	• listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues

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Skill	**Facets** Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	• managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques

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Skill	**Facets** Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
	• being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry requirements for Employability Skills

IBSA has used the Generic Employability Skills Framework for IBSA Training Packages to further identify facets of Employability Skills that describe industry occupations for each IBSA Training Package qualification.

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These facets were used to create an Employability Skills Summary for each qualification as an example of how facets would apply to one specific job role covered by the qualification. The text making up the Employability Skills Summary for each qualification was developed directly from the units of competency to ensure that the language and essence of the job role were appropriately reflected.

From the Employability Skills Summary, trainers and assessors can then work out how facets of Employability Skills would apply to other job roles relevant to the particular qualification they are using.

In this Training Package the Employability Skills Summary can be found at the end of each qualification.

National Museum Qualifications

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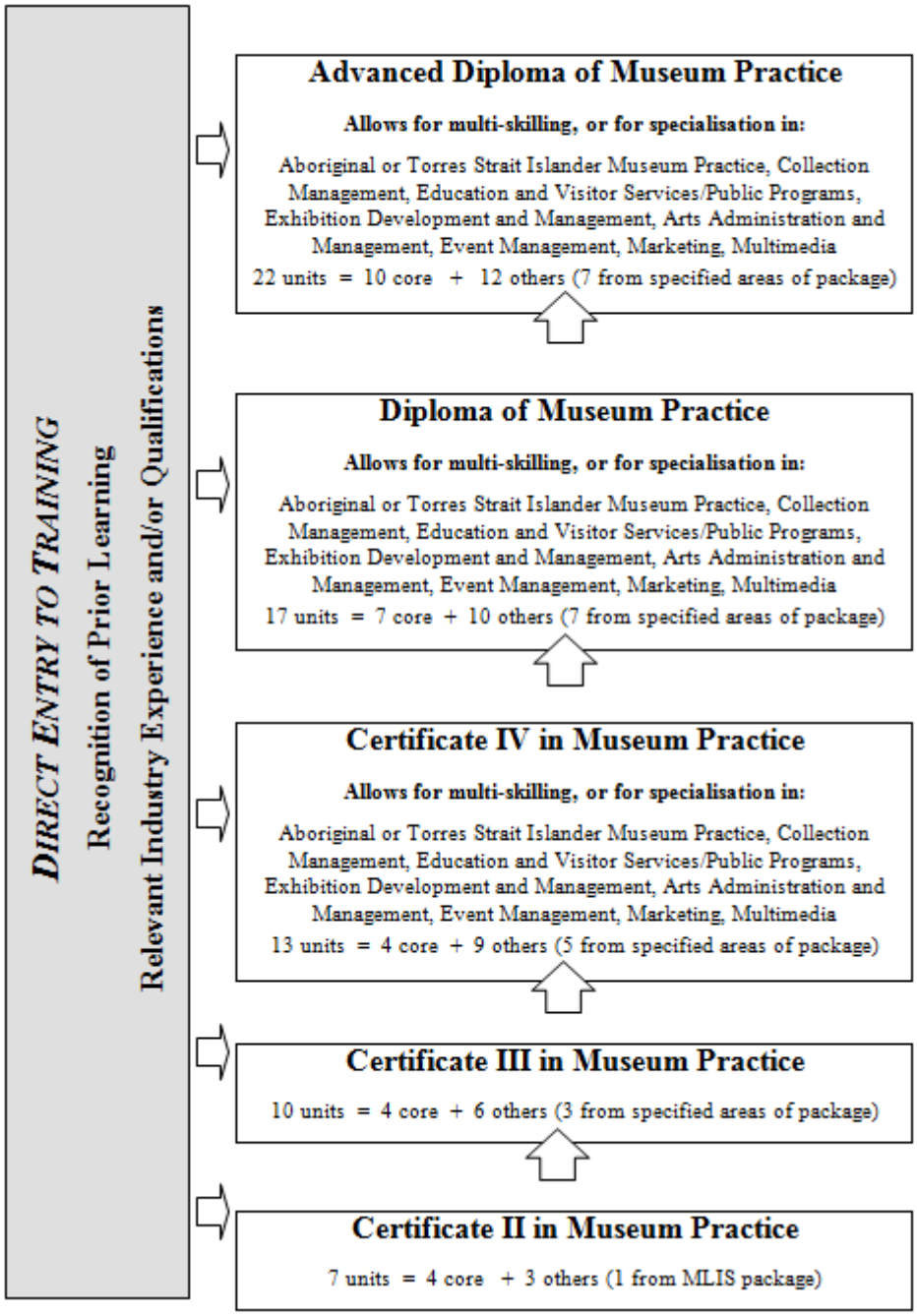
National Museum Qualifications



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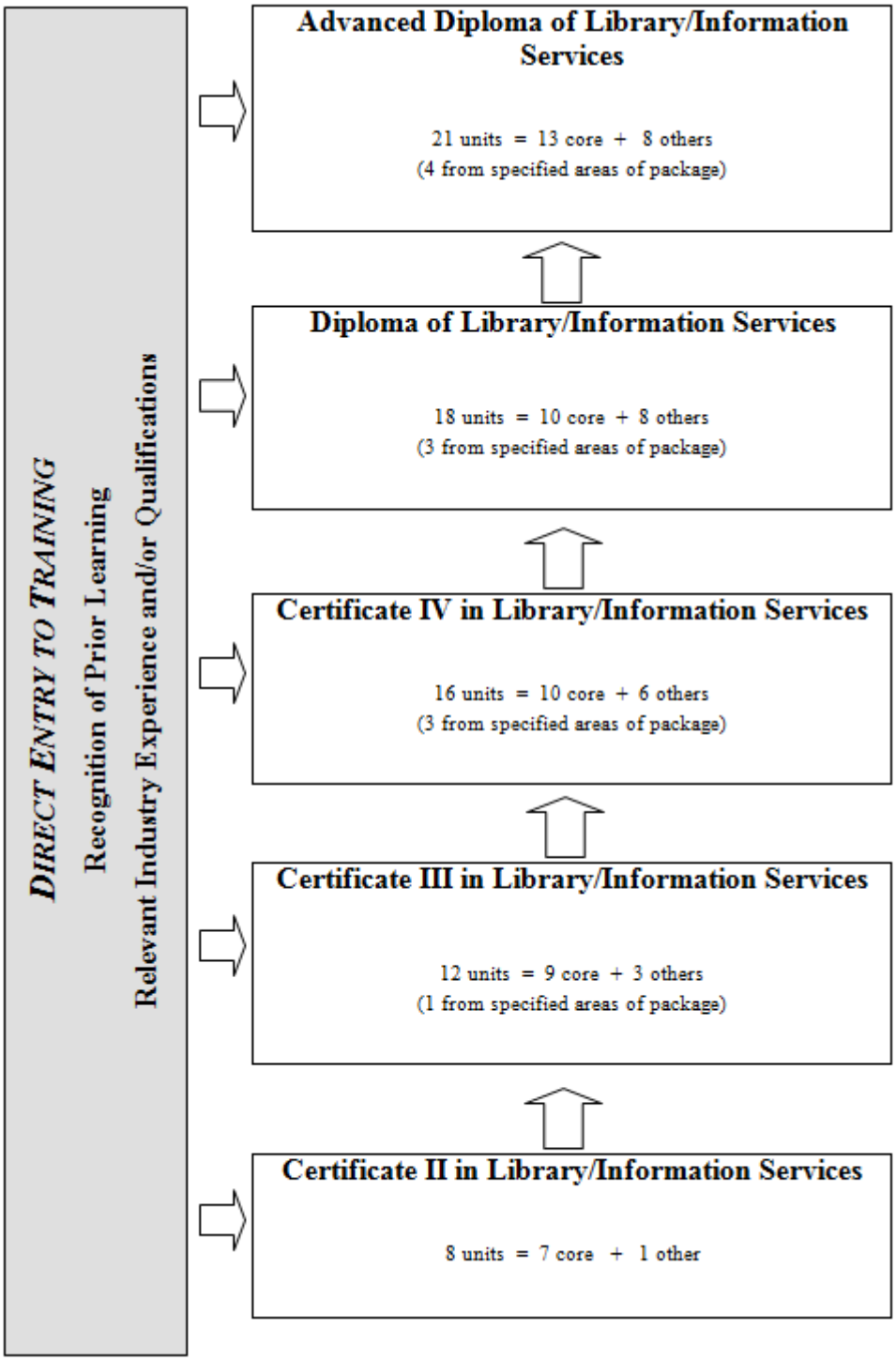
National Library/Information Services Qualifications



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Assessment Guidelines

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF 2007 requirements; licensing and registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration.*

The AQTF 2007 *Essential Standards for Registration* can be downloaded from www.training.com.au. The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1 for assessor (and trainer) competency requirements.

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Assessment Requirements

The RTO's assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the *Essential Standards for Registration*. See the AQTF 2007 Essential Standards for Registration, Standard 3.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook—available on the AQFAB website (*www.aqf.edu.au)*.

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

The developers of this Training Package, and DEST, consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact

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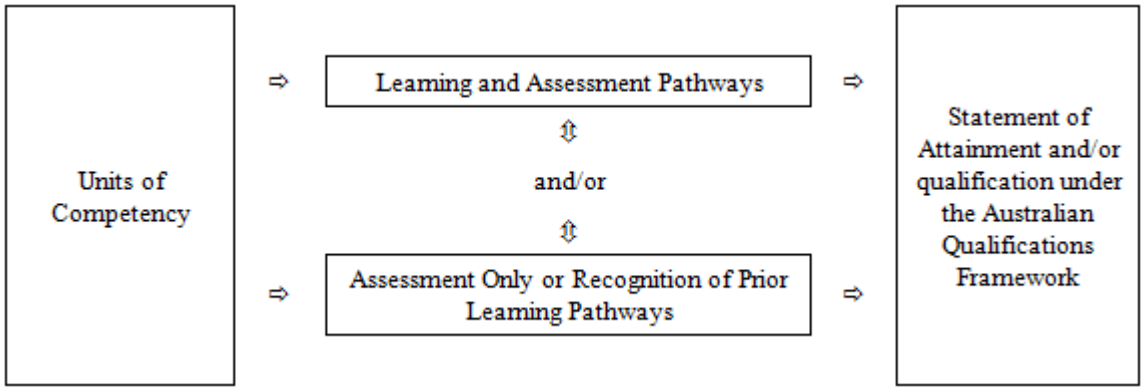
Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

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Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies;
- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

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In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4 Training and assessment are conducted by trainers and assessors who:

- have the necessary training and assessment competencies as determined by the National Quality Council or its successors
- have the relevant vocational competencies at least to the level being delivered or assessed
- continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (*www.ntis.gov.au*). Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;

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- are reviewed as part of the validation of assessment strategies required under the AQTF 2007; and
- meet the assessment requirements expressed in the AQTF 2007 *Essential Standards for Registration*.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in the AQTF 2007 *Essential Standards for Registration*.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

1.5 Assessment, including Recognition of Prior Learning (RPL):

- meets the requirements of the relevant Training Package or accredited course
- is conducted in accordance with the principles of assessment and the rules of evidence
- meets workplace and, where relevant, regulatory requirements.

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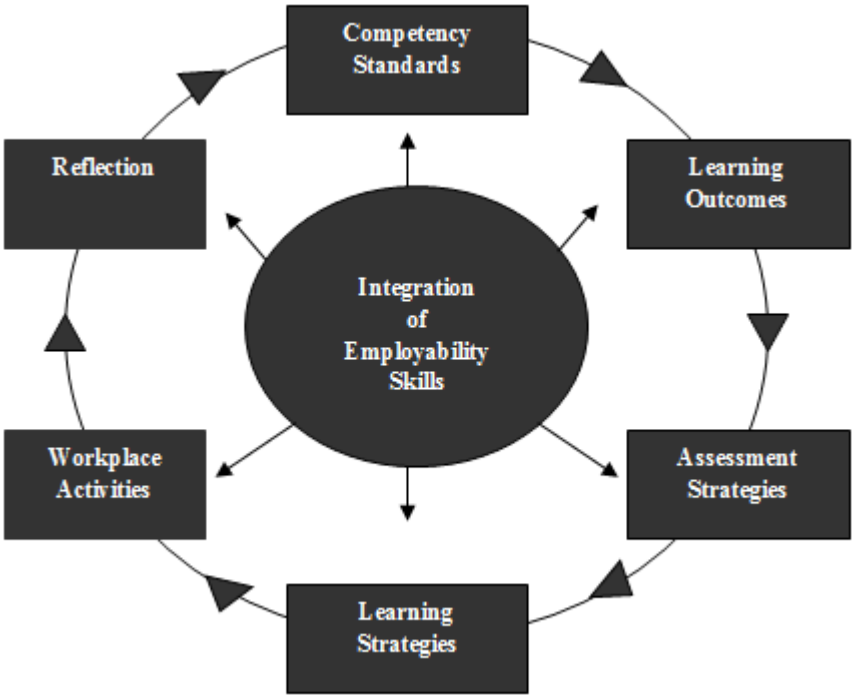
Delivery and assessment of Employability Skills

Employability Skills are integral to workplace competency and, as such, must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Training providers must analyse the Employability Skills information contained in units of competency in order to design valid and reliable learning and assessment strategies. This analysis includes:

- reviewing unit(s) of competency to determine how each relevant Employability Skill is found and applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit(s) is/are packaged to help clarify relevant industry/workplace contexts with regard to the application of Employability Skills at that qualification level
- designing learning and assessment activities that address the Employability Skills requirements.

For more information on Employability Skills in Innovation and Business Skills Australia's Training Packages go to the IBSA website at *www.ibsa.org.au*.

Access & Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

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Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Innovation and Business Skills Australia
Level 2, Building B, 192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A'Beckett Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: www.atpl.net.au
Email: sales@atpl.net.au

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General Resources

Refer to *http://antapubs.dest.gov.au/publications/search.asp* to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework 2007 (AQTF 2007) – for general information go to: *www.dest.gov.au/sectors*

AQTF Standards for Registered Training Organisations, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from *www.training.com.au*

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – www.ntis.gov.au

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at *www.dest.gov.au*

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by ANTA with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of *www.dest.gov.au*. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidate’s Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors

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- Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, Designing Tests – Guidelines for designing knowledge based tests for Training Packages.

Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, A self-directed learning program, NSW TAFE.

Manufacturing Learning Australia 2000, Assessment Solutions, Australian Training Products, Melbourne.

Rumsey, David 1994, Assessment practical guide, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program – learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional* Development, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package – Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, Demonstrating best practice in VET project – assessment systems and processes, OTFE Victoria.

Toop, L., Gibb, J. & Worsnop, P. Assessment system designs, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, Kit for Skills Recognition Organisations, WADOT, Perth.

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Meeting the Assessor Requirements

This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

The options listed below show how the requirement to use qualified assessors can be met.

OPTIONS	ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS • **(Includes mandated requirements and recommended attributes)**
Single assessor An individual assessor conducts the assessment	• An assessor is required to: • hold formal recognition of competence or equivalent in the relevant units in the TAA04 Training and Assessment Training Package. • be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency in this Training Package, at least to the level being assessed. • In addition, it is recommended that the assessor is able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the necessary interpersonal and communication skills required in the assessment process.
Partnership arrangement An assessor works with a technical expert to conduct the assessment	• An assessor is required to hold formal recognition of competence or equivalent in the relevant units in the TAA04 Training and Assessment Training Package. • In addition, it is recommended that the assessor is able to: • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the interpersonal and communication skills required in the assessment process. • A technical expert is required to be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed. • In addition, it is recommended that the Technical Expert be able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed

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OPTIONS	ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS • **(Includes mandated requirements and recommended attributes)**
	• communicate and liaise with the assessor throughout the assessment process.
Partnership arrangement An assessor works with workplace supervisor in collecting evidence for valid assessment	• An assessor is required to: • hold formal recognition of competence or equivalent in the relevant units in the TAA04 Training and Assessment Training Package • make the assessment decision. • In addition, it is recommended that the assessor be able to: • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the interpersonal and communication skills required in the assessment process • communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process. • A workplace supervisor is required to be deemed competent and, where possible, is to hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed. • In addition, it is recommended that the Workplace supervisor be able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • communicate and liaise, where appropriate, with the assessor throughout the assessment process • use agreed practices to gather and record evidence for the assessor to use in making a valid judgement on competency.
Partnership arrangement Assessment team/panel A team working together to conduct the assessment	• Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgements about competency. • The members of the team must include at least one person who: • holds formal recognition of competence or equivalent in the relevant units in the TAA04 Training and Assessment Training Package • is deemed competent and, where possible, holds formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed.

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OPTIONS	ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS • **(Includes mandated requirements and recommended attributes)**
	• In addition, it is recommended that members of the team/panel involved in the assessment be able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.

Designing Assessment Resources

Assessment resources provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, such as those specifically developed to support this Training Package. Alternatively they may develop their own assessment materials to meet the needs of their clients.

If using prepared assessment materials, assessors should ensure that the materials are benchmarked, or mapped, against the current version of the relevant Unit of Competency. This can be done by checking that the materials are listed on the National Training Information Service (*www.ntis.gov.au*). Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

When developing their own assessment materials, assessors must ensure that:

- the materials are benchmarked against the selected Unit(s) of Competency in this Training Package
- the materials are validated to ensure that assessors can gather sufficient valid and reliable information to make assessment decisions against the Competency Standards
- the materials and processes meet the AQTF 2007 Assessment Requirements for RTOs in Section 1 of this document.

Key references for assessors engaged in developing assessment materials are in the TAA04 Training and Assessment Training Package. There is no set format or process for the design, production or development of assessment materials.

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Conducting Assessments

The following chart describes the industry-preferred process for conducting assessments against the Competency Standards in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

Step 1 Establish the assessment context	• The assessor: • establishes the context and purpose of the assessment • identifies the relevant Competency Standards, Assessment Guidelines and qualification framework in this Training Package • identifies any NQC noted support materials that have been developed to facilitate the assessment process • analyses the competency standards and identifies the evidence requirements • identifies potential evidence collection methods.
Step 2 Prepare the candidate	• The assessor meets with the candidate to: • explain the context and purpose of the assessment and the assessment process • explain the competency standards to be assessed and the evidence to be collected • advise on self-assessment, including processes and criteria • outline the assessment procedure, the preparation the candidate should undertake, and answer any questions • assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies • seek feedback regarding the candidate's understanding of the Competency Standards, evidence requirements and assessment process • determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment • develop an assessment plan.
Step 3 Plan and prepare the evidence gathering process	• The assessor must: • establish a plan for gathering sufficient quality evidence about the candidate's performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment) • source or develop assessment materials to assist in the evidence gathering process • organise equipment or resources required to support the evidence gathering process • coordinate and brief other personnel involved in the evidence

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	gathering process.
Step 4 Collect the evidence and make the assessment decision	• The assessor must: • establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility • collect appropriate evidence and assess this against the elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency • evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills, and job/role environment skills • incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies • evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency • consult and work with other staff, assessment panel members or technical experts involved in the assessment process • record details of evidence collected • make a judgement about the candidate's competency based on the evidence and the relevant Unit(s) of Competency.
Step 5 Provide feedback on the assessment	• The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with: • clear and constructive feedback on the assessment decision • information on ways of overcoming any identified gaps in competency revealed by the assessment • the opportunity to discuss the assessment process and outcome • information on reassessment and the appeals process.
Step 6 Record and report the result	• The assessor must: • record the assessment outcome according to the policies and procedures of the RTO • maintain records of the assessment procedure, evidence collected and the outcome, according to the policies and procedures of the RTO • maintain the confidentiality of the assessment outcome • organise the issuing of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.
Step 7 Review the assessment process	• On completion of the assessment process, the assessor must: • review the assessment process • report on the positive and negative features of the assessment to those responsible for the assessment procedures

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	• if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.
Step 8 Participate in the reassessment and appeals process	• The assessor must: • provide feedback and counsel the candidate, if required, regarding the assessment outcome or process, including guidance on further options • provide the candidate with information on the reassessment and appeals process • report any disputed assessment decision to the appropriate personnel in the RTO • participate in the reassessment or appeal according to the policies and procedures of the RTO.

Competency Standards

Competency Standards

What is Competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria;

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- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes;
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or;
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills Statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Pre-requisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

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Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

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Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	**Mayer Key Competencies**
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole

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- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Unit component	**Example of embedded Employability Skill**
Unit title	Give formal presentations and take part in meetings (communication)
Unit descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (initiative and enterprise)
Element	Proactively resolve issues. (problem solving)
Performance criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (planning and organising)
Range statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required skills and knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. (learning) Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. (communication)
Evidence guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: assess response options to identified crime-prevention needs and determine the optimal action to be implemented

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	in consultation with relevant others, design an initiative to address identified issues. (initiative and enterprise).

For specific examples for applying Employability Skills in delivery and assessment of CUL04 units, refer to *Employability Skills and the Museum and Library/Information Services Training Package.* This is available as a free resource with the purchase of this Training Package.

Competency Standards in the CUL04 Museum and Library/Information Services Training Package

The lists on the following pages detail the codes and titles of all units of competency in the CUL04 Museum and Library/Information Services Training Package.

Categorisation of Units

The units have been categorised/grouped under headings as follows to enhance the user-friendliness of the package:

Category/Group	Explanation	Location
Specialist Units: Museums		
Museum Practice	Specialised skills for working in museums; some units imported from other Training Packages (eg Tourism)	Vol I
Aboriginal or Torres Strait Islander Museum Practice		
Collection Management		
Education and Visitor Services		
Exhibition Development and Management		
Specialist Units: Library/Information Services		
Library Practice	Specialised skills for working in a library/information services context	Vol I
Customer Service		
Information Organisation and Management		

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Specialist Units: Cross Sector (Museums and Library/Information Services)		
Preventive Conservation	Specialised arts administration and management skills; mainly units imported from Visual Arts Craft and Design Training Package	Vol II
Public Programs	Specialised arts administration and management skills; mainly units imported from Visual Arts Craft and Design Training Package	Vol II
Cross Sector and Business Support		
Arts Administration and Management	Specialised arts administration and management skills; mainly units imported from Visual Arts Craft and Design Training Package	Vol II
Business Administration and Management	Generic administration and management skills; mainly units imported from other Training Packages	Vol II
Design	General design skills which may be applied in a range of contexts, eg exhibition design	Vol II
Event Management	Specialised event management skills; units imported from other Training Packages	Vol II
Facility Management	Generic facility management skills; units imported from other Training Packages	Vol II
Finance	Generic financial skills; some units imported from other Training Packages	Vol II
Health, Safety and Security	Generic health, safety and security skills; units imported from other Training Packages	Vol II
Human Resources	Generic HR skills; mainly units imported from other Training Packages	Vol II
Industry and Professional Practice	Generic skills which apply across the Museum and Library/Information Services industry; some units imported from other Training Packages	Vol II
Information and Computer Technology	Generic IT/computer skills; units imported from Business Services Training Package	Vol II
Marketing	Generic marketing skills; some units imported from other Training Packages	Vol II

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Multimedia	Generic IT skills; units imported from IT Training Package	Vol II
Record keeping	Generic record keeping skills; units imported from Business Services Training Package	Vol II
Research and Innovation	Generic research and innovation skills; units imported from other Training Packages	Vol II
Retail Sales	Generic retail skills; units imported from Retail Training Package	Vol II
Small Business	Generic small business management skills; units imported from Business Services Training Package	Vol II
Training and Assessment	Generic training and assessment skills; units imported from other Training Packages	Vol II

To avoid duplication and confusion, no unit appears in more than one category. Invariably users will need to refer to multiple groups of units to select those most appropriate for a specific training program or workplace outcome.

Summary Lists of Competency Standards

Specialist Units – Museums	
Museum Practice CULMS201C Develop and apply knowledge of the museum industry Aboriginal or Torres Strait Islander Museum Practice CULMS001B Work with Aboriginal or Torres Strait Islander cultural material CULMS002B Research and evaluate Aboriginal or Torres Strait Islander cultural material CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts	**Education and Visitor Services (cont'd)** THTFTG01B Work as a guide THTFTG03B Develop and maintain the general knowledge required by guides THTFTG06B Prepare and present tour commentaries or activities THTFTG07B Research and share general information on Australian Indigenous culture THTFTG08B Interpret aspects of local Australian Indigenous culture THTFTG12A Prepare specialised interpretive content (flora, fauna and landscape) THTFTG13A Prepare specialised

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Collection Management CULMS003B Move/store cultural material CULMS205C Observe and report basic condition of collection CULMS411C Prepare display accommodation for cultural material CULMS412C Record and maintain collection information CULMS502C Acquire/dispose of cultural material CULMS605C Develop and implement procedures for the movement and storage of cultural material CULMS610C Research, describe and document cultural material CULMS611C Lend /borrow cultural material **Education and Visitor Services** CULMS004B Integrate knowledge of education and learning into museum activities CULMS202C Provide visitors with venue information and assistance THTFAT02B Monitor entry to venue THTFAT03B Provide a site briefing or scripted commentary	interpretive content (marine environments) THTFTG14A Prepare specialised interpretive content (cultural and heritage environments) THTPPD04B Plan and implement minimal impact operations THTPPD05B Plan and develop interpretive activities THTTCO01B Develop and update tourism industry knowledge Exhibition Development and Management CULMS005B Research and generate ideas for exhibition concepts CULMS006B Develop and implement the interpretive/communication strategy for an exhibition CULMS007B Design and develop interpretive displays CULMS008B Conceive, develop and realise exhibition designs CULMS407C Install and dismantle exhibition elements CULMS504C Organise and monitor exhibition installation/dismantling CUVCRS03B Produce computer-aided drawings CUVDSP15B Research and apply techniques for application to spatial design *Note: additional units from the Building and Construction Training Package would also be relevant to this area of museum activity.*

Specialist Units – Library/Information Services	
Library Practice CULLB001B Develop and apply knowledge of the library/information services industry	**Information Organisation and Management** CULLB004B Process information resource orders

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Specialist Units – Library/Information Services	
CULLB203C Develop and use information literacy skills CULLB602C Use, evaluate and extend own information literacy skills **Customer Service** CULLB002B Obtain information from external and networked sources to meet customer needs CULLB003B Research and analyse information to meet customer needs CULLB206C Assist with circulation services CULLB401C Assist customers to access information CULLB508C Monitor and enhance information access CULLB708C Manage information access	CULLB005B Search databases CULLB205C Process and maintain information resources CULLB302C Use cataloguing tools CULLB412C Undertake cataloguing activities CULLB505C Analyse and describe information materials CULLB506C Catalogue and classify material CULLB509C Select and acquire information materials CULLB604C Manage care and maintenance of the collection CULLB605C Manage collection development CULLB701C Analyse and describe specialist/complex material

Specialist Units – Cross Sector (Museum and Library/Information Services)	
Preventive Conservation CULMS009B Implement preventive conservation activities CULMS010B Contribute to the preservation of cultural material CULMS011B Develop a disaster preparedness plan	**Public Programs** CULLB510C Develop and maintain community/stakeholder relationships CULMS207C Assist with the presentation of public activities and events CULMS406C Deliver information, activities and events CULMS506C Plan and develop activities, events and programs THHGCS01B Develop and update local knowledge

Specialist Units – Cross Sector and Business Support Units	
	Event Management

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Arts Administration and Management

BSBCMN305A Organise workplace information

CUVADM01B Develop and implement arts administration systems and procedures

CUVADM02B Plan work space

CUVADM05B Plan and develop information management systems

CUVADM11B Work within an arts organisation context

CUVADM12B Work with arts professionals in an arts organisation

CUVADM13B Research and critique cultural work(s)

CUVCON06B Develop concepts for arts organisations or projects

Business Administration and Management

BSBADM405A Organise meetings

BSBADM502A Manage meetings

CULMS609C Develop policies and strategies

CUFADM01A Prepare a proposal

CUSADM03A Manage a project

CUSADM04A Manage a major project

CUSADM05A Develop and implement a business/strategic plan

CUSADM06A Develop and implement an operational plan

CUSADM08A Address copyright requirements

CUSADM09A Address legal and administrative requirements

Design

BSBDES301 Explore the use of colour

BSBDES302 A Explore and apply the creative design process to 2D forms

CULMS012B Plan event touring

CUEEVT03B Integrate knowledge of creative and technical production into management processes

THHGCS05B Organise in-house functions

THTFME01B Coordinate guest and delegate registrations at venue

THTFME03A Develop and update event industry knowledge

THTFME04A Develop an event concept

THTFME05A Select event venues and sites

THTFME06A Manage event contractors

THTFME07A Organise and monitor infrastructure for outdoor events

THTFME08A Integrate technology into the event management process

THTFME09A Develop and update knowledge of protocol

THTFME02B Provide on-site event management services

THTPPD08B Plan and develop event proposals and bids

SRXEVT007A Manage spectators at an event or program (Pre-requisites SRXRIK002A Conduct a risk audit and develop the organisation's risk management policy, SRXEMR002A Coordinate emergency response, SRXEVT002B Organise meeting/event and provide on-site meeting/event management services)

Facility Management

CULMS013B Implement facility maintenance programs

THHGLE16B Manage physical assets

Finance

BSBADM308A Process payroll

BSBADM309A Process accounts

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BSBDES303 A Explore and apply the creative design process to 3D forms BSBDES402 A Interpret and respond to a design brief CUEDES04B Establish and refine a brief CUEDES05B Manage design realisation CUVCOR04B Originate concept for own work and conduct critical discourse CUVDES04B Integrate colour theory and design processes in response to a brief CUVDSP04B Research and apply the history and theory of design to design practice	payable and receivable BSBADM310A Maintain a general ledger BSBADM408A Prepare financial reports BSBADM505A Manage payroll CUEFIN01C Develop a budget CUEFIN02C Manage a budget CUEFIN03C Obtain sponsorship CUSFIN01A Finance a project CUVADM10B Research and utilise revenue and funding Opportunities THHGLE15B Manage financial operations THHGFA02B Maintain financial records THHGFA06A Interpret financial information

Specialist Units – Cross Sector and Business Support Units	
Health, Safety and Security CUEOHS01C Implement workplace health, safety and security procedures CUEOHS02C Establish and maintain a safe and secure workplace CUFSAF01B Follow health, safety and security procedures THHGHS03B Provide first aid THHGLE22A Manage risk **Human Resources** BSBFLM412A Promote team effectivenss BSBFLM503B Manage effective workplace relationships BSBFLM506B Manage workplace information systems BSBFLM507B Manage quality	**Marketing** CUEMAR01C Assist with marketing CUEMAR02C Undertake market research CUEMAR03C Undertake marketing activities CUVADM08B Develop and manage public relations strategies THHGLE12B Develop and manage marketing strategies THTSMA01B Coordinate the production of brochures and marketing materials **Multimedia** CULLB307C Use multimedia ICPMM296B Create and test a CD-ROM/DVD ICPMM321B Capture a digital image

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Specialist Units – Cross Sector and Business Support Units	
customer service BSBFLM509B Facilitate continuous improvement BSBFLM510B Facilitate and capitalise on change and innovation BSBFLM511B Develop a workplace learning environment BSBFLM512A Ensure team effectiveness BSBHR402A Recruit and select personnel CUETEM09B Manage diversity SRXHRM001B Manage volunteers (pre-requisite leadership skills required. See note in unit) THHGLE05B Roster staff THHGLE06B Monitor staff performance THHGLE10B Manage workplace relations	ICPMM322B Edit a digital image ICPMM344B Manipulate and incorporate audio into multimedia presentations ICPMM346B Incorporate video into multimedia presentations CUFMEM02A Author a multimedia product CUFMEM03A Integrate and use scripting language in authoring a multimedia product CUFMEM12A Update web pages CUFMEM13A Incorporate, design and edit digital video *Note: additional units are available in the following Training Packages: Information and Communications Technology; Printing and Graphic Arts; and Film, TV, Radio and Multimedia.*
Industry and Professional Practice BSBCMN103A Apply basic communication skills BSBCMN203A Communicate in the workplace BSBFLM501B Manage personal work priorities and professional development CUECOR01C Manage own work and learning CUECOR02C Work with others CUECOR03B Provide quality service to customers CUECOR04B Deal with conflict and resolve complaints CUEIND03B Integrate accessibility principles into work practices	**Recordkeeping** BSBRKG301A Control records BSBRKG302A Undertake disposal BSBRKG303A Retrieve information from records BSBRKG304A Maintain business records BSBRKG401A Review the status of a record BSBRKG402A Provide information from and about records BSBRKG403A Set up a business or records system for a small office BSBRKG501A Determine business or records system specifications BSBRKG502A Manage and monitor business or records systems BSBRKG503A Develop and

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Specialist Units – Cross Sector and Business Support Units	
CUSGEN01A Use and adapt to changes in technology CUSGEN02B Work in a culturally diverse environment CUSGEN04B Participate in negotiations CUSGEN05B Make presentations Information and Computer Technology BSBADM304A Design and develop text documents BSBADM305A Create and use databases BSBADM306A Create electronic presentations BSBADM403A Develop and use complex databases BSBADM404A Develop and use complex spreadsheets BSBCMN108A Develop keyboard skills BSBCMN205A Use business technology BSBCMN213A Produce simple word processed documents BSBCMN306A Produce business documents BSBCMN214A Create and use simple spreadsheets BSBCMN406A Maintain business technology ICAU2006B Operate computing packages ICAU3126B Use advanced features of computer applications	maintain a classification scheme BSBRKG504A Develop terminology for activities and records BSBRKG505A Document or reconstruct a business or records system *Note: additional record keeping units are available within the Business Services Training Package.*

Specialist Units – Cross Sector and Business Support Units	
Research and Innovation	**Small Business**

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CUSRAD01A Collect and organise information	BSBSBM301A Research business opportunities
CUSRAD02A Conduct research	BSBSBM401A Establish business and legal requirements
CUVICS01B Contribute to workplace improvements	BSBSBM402A Undertake financial planning
CUVICS02B Share ideas in the workplace	BSBSBM403A Promote the business
CUVICS03B Develop innovative ideas at work	BSBSBM404A Undertake business planning
CUVICS04B Originate and develop a concept	BSBSBM405A Monitor and manage business operations
CUVICS05B Lead a team to foster innovation	BSBSBM406A Manage finances
CUVICS06B Create an innovative work environment	BSBSBM407A Manage a small team
CUVICS07B Set up systems that support innovation	**Training and Assessment**
Retail Sales	TAAASS301B Contribute to assessment
WRRCS2B Apply point of sale handling procedures	TAAASS401B Plan and organise assessment
WRRS1B Sell products and services	TAAASS402B Assess competence
WRRS2B Advise on products and services	TAADEL301B Provide training through instruction and demonstration of work skills
WRRLP2B Minimise theft	
WRRM1B Merchandise products	TAADEL401B Plan and organise group based delivery
	TAADEL402B Facilitate group based delivery
	TAADEL403B Facilitate individual learning
	TAADEL404B Facilitate work-based learning

Useful Appendices

The following appendices have been developed to assist users:

Appendix A – CUL04 Museum and Library/Information Services Competency Standards: AQF Packaging and Summary of Content

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Appendix A includes a full list of Competency Standards with Unit Descriptors, showing appropriate AQF packaging for all units.

Appendix B – Relationship between CUL04 Training Package and CUL99 Training Package

Supporting Information

Supporting Information

Information for Users of the Museums Component of CUL04

This section provides general guidance for users of the **Museums** component of the CUL04 Museum and Library/Information Services Training Package, and highlights important issues for consideration.

What is a Museum?

Within the Training Package, the term 'museum' is used to describe a very broad range of organisations. For the purposes of interpretation the following text from Museums Australia will apply:

Museums Australia defines 'museum' as an institution with the following characteristics:

A museum helps people understand the world by using objects and ideas to interpret the past and present and explore the future. A museum preserves and researches collections, and makes objects and information accessible in actual and virtual environments. Museums are established in the public interest as permanent, not-for-profit organisations that contribute long-term value to communities.

Museums Australia recognises that museums of science, history and art may be designated by many other names (including gallery and Keeping Place). In addition, the following may qualify as museums for the purposes of this definition:

Natural, archeological and ethnographic monuments and sites and historical monuments and sites of a museum nature that acquire, conserve and communicate material evidence of people and their environment

Institutions holding collections of and displaying specimens of plants and animals, such as botanical and zoological gardens, herbaria, aquaria and vivaria

Science centres

Cultural centres and other entities that facilitate the preservation, continuation and management of tangible or intangible heritage resources (living heritage and digital creative activity)

Such other institutions as the Council considers as having some or all of the characteristics of a museum.

The Meaning of 'Cultural Material'

The term 'cultural material' is used throughout the Training Package to broadly describe the material held by museums. Sometimes words like 'object', 'item' and 'collection' are also used.

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The Australian Institute for the Conservation of Cultural Material defines cultural material as follows, and this definition is used in the competency standards:

'Objects, collections, artworks, specimens, structures or sites.'

The definition is supported by examples in relevant units.

Broad interpretation is important, and users should take account of emerging trends e.g. new media forms an increasing part of cultural heritage.

Using the Training Package in Small and Large Museums

The Training Package is designed to be used in both small and large institutions.

Workers in a small community museum are likely to need a broad range of skills across areas such as preventive conservation, collection management, visitor services, exhibitions, small business and administration. In a large institution, job roles are usually more specialised and an individual's whole focus may be on visitor services or exhibitions.

Units of Competency describe all the different skills needed to work in museums. Individuals, institutions or training organisations can select the units that best meet their needs. Each qualification specifies a small number of compulsory units and then offers a wide range of elective choices. Examples of how to bundle units together to meet a specific job outcome are provided in each qualification.

Volunteers and the Training Package

The Training Package articulates the skills needed to work in museums, and this work may be paid or voluntary. Volunteers play a major role in Australia's museum industry, and it is totally appropriate that the Training Package be used both as the basis for volunteer training, and as a volunteer skills recognition tool.

VET, Universities and Museums

Vocational education and training (and by extension the Training Package) is still a relatively new concept in the museum industry. Traditionally, much of the training in museum practice has been the preserve of the larger institutions and the higher education sector and some would prefer that it remain that way. However, many people believe that the links between the two education sectors should be enhanced and that some of the skills needed by individuals working in museums fit well in the vocational system.

The Training Package offers opportunities for practical, hands-on training across many areas of museum practice plus options for the important development of generic management skills. It may also provide opportunities for employees to gain recognition for their current competencies. It recognises the appropriateness of tertiary education in both museum studies and discipline areas, and does not seek to duplicate these.

The industry is keen to see the effective implementation of the reviewed Training Package. Given the relatively small size of Australia's museum workforce there are no doubt challenges for training delivery and skills assessment. There would be many benefits in a dialogue between industry, vocational and tertiary institutions with a view to developing an integrated training and education strategy for the museum sector.

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Evaluation Techniques in Museums

Effective evaluation and visitor research is vital for all museums, and these skills are explicitly articulated across multiple Units of Competency, eg Public Programs, Exhibition Development and Management. In addition, a separate unit, *CUEMAR02C Undertake market research*, focuses exclusively on researching visitor needs. This unit is written for broad application, and training or assessment activities would need to be tailored to a museum context.

Training organisations may elect to integrate this aspect of training in the context of other practical skills or to use dedicated sessions/resources to address requirements.

For further information on evaluation and visitor research visit *www.amol.org.au/evrsig*

Useful Websites

There are a number of websites which provide useful training resources for the museum industry. In particular:

Australian Museums and Galleries Online *www.amol.org.au*

Museums Australia *www.museumsaustralia.org.au*

Museums Australia Queensland/Regional Galleries Association of Queensland *www.maq.org.au/profdev*

Museums and Galleries Foundation of NSW *www.mgfnsw.org.au*

Information for Users of the Library/Information Services Component of CUL04

This section provides general guidance for users of the Library/Information Services component of the CUL04 Museum and Library/Information Services Training Package, and highlights important issues for consideration.

Different Libraries, Different Skills

There are many different types of libraries and information service providers. The Training Package is designed so that it can be used across the full range of these organisations. Jobs and skill requirements will differ depending on both the size and nature of the library. Individuals in small libraries may need to be multi-skilled, while those working in a large library are likely to have more specialised roles. Some people will need more information technology skills, while others will have more of a focus on customer service.

Units of Competency describe all the different skills needed to work in libraries/information services with this broad industry context in mind. Individuals, institutions or training organisations can select the units that best meet their needs and then tailor that unit to a specific work context. Each qualification also specifies a number of compulsory units and then offers a wide range of elective choices. Examples of how to bundle units together to meet a specific job outcome are provided in each qualification.

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Technology and the Training Package

A consistent message from industry is that library assistants and technicians need to be able to work with technology. The depth and scope of these skills will vary between different organisations, but everyone needs the basics, and this is reflected in the structure and content of the qualifications.

As a result of industry feedback, this version of the Training Package imports a wide range of information technology and multimedia units from other Training Packages (mainly Business Services, Information Technology and Printing and Graphic Arts). These units have been selected as the ones *most likely* to be appropriate in a library/information services context, but users are encouraged to use other endorsed competency standards when required. All units can be contextualised to a specific library context.

The Advanced Diploma as a Recognition Tool

Currently, the Diploma of Library/Information Services is the most widely used qualification in the Training Package and is recognised as the appropriate qualification for a Library Technician. In most instances, training programs are built around the Diploma.

The review process highlighted the potential of the Advanced Diploma of Library/Information Services as a recognition tool for those already working and users are encouraged to consider this approach. The additional units in the Advanced Diploma can also be used as the basis of 'bite-sized' training programs and professional development activities for library technicians.

Working with Nesting

The nesting of qualifications, where higher level qualifications require all the units included in lower level qualifications, is not generally encouraged in the Training Package framework as it limits flexibility and choice. In the Library/Information Services qualifications, however, a degree of nesting still exists and is strongly supported. Indeed many stakeholders would like to see more nesting, and it is true that nested qualifications make the structuring of courses much simpler for Registered Training Organisations (RTOs). Within the current approach, users are encouraged select electives to best meet different workplace and training needs.

Supporting Information for users of CUL04

This section provides general guidance for users of both the Museums and the Library/Information Services component of the CUL04 Museum and Library/Information Services Training Package, and highlights important issues for consideration.

Using Imported Units

The reviewed Museum and Library/Information Services Training Package includes many units imported from other industries. DEST encourages this approach to avoid duplication of units across Training Packages, and to provide greater focus on the transferability of skills across different work contexts. Users are encouraged to use the imported units, plus others of relevance to particular workplace and training needs.

There are a number of points to remember when using imported units:

- the format, style and language of the unit may be slightly different

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- the unit may not include a lot of information that is relevant to your particular workplace or training context as it has been developed with a particular industry in mind (eg the Range Statement)
- the overall structuring/division of units within another Training Package could be based on a different philosophy, and so require a different approach to interpretation
- some imported units may not have been reviewed yet in terms of Employability Skills and so may still refer to Key Competencies.

Increasingly, all Training Package developers are working to a consistent national template for Competency Standards, so differences will hopefully be minimised in the future. In the meantime, users are encouraged to apply their professional judgement to appropriately contextualise units to meet particular industry needs while maintaining the integrity of the original unit. More guidance on this is found in the section Introduction to Competency Standards.

Copyright, Moral Rights and Intellectual Property

Issues surrounding copyright, moral rights and intellectual property are extremely important within the museums industry. For this reason, many Competency Standards include reference to copyright, moral rights and intellectual property in the underpinning skills and knowledge section of the Evidence Guide.

Training organisations may elect to integrate this aspect of training in the context of other practical skills or to use dedicated sessions/resources to address requirements.

Training and Assessment in Remote and Regional Areas

Training and assessing candidates in regional areas presents a range of challenges. These include:

- the lack of numbers allowing the establishment of traditional class sizes
- the physical remoteness of some communities where access to training facilities is limited
- scarcity of teachers with the required industry experience
- scarcity of physical training resources, eg current and emerging technology.

Some options for overcoming these challenges include:

- partnerships between RTOs to establish classes, ie programs delivered on a regional rather than a local basis
- delivering certain units by distance mode
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs
- use of technology such as email, Internet, self-paced resources or CD.

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Training and Assessment Issues for Schools

Implementation of the Museum and Library/Information Services Training Package within the school sector, while encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessment of students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within workplaces
- comprehensive coverage of underpinning skills and knowledge as delineated in Competency Standards
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

Some particular options worth exploring are:

- partnerships between schools to enable a sharing of teacher/trainer expertise and access to industry expertise
- partnerships between schools, TAFE colleges and/or private providers
- partnerships between schools and industry
- use of industry-based assessors.

The Competency Standards provide more detailed guidance for training and assessment purposes as well as examples relevant to each standard, and schools are encouraged to use these guidelines for planning training and assessment.

It is recommended that delivery of qualifications in schools should only include Certificate II.

Language, Literacy and Numeracy

Every workplace task involves the use of speaking, listening, reading or writing and often mathematical skills as well – in other words, language, literacy and numeracy (LL&N).

To provide guidance to trainers and assessors, LL&N skills required to achieve particular Units of Competency are clearly articulated within individual units.

Within training and assessment, there are two different types of language, literacy and numeracy demands:

- LL&N skills which are an integral part of competency standards and are necessary to perform workplace tasks (eg reading product safety labels, taking measurements)
- LL&N skills needed during training and assessment itself, eg following what the trainer is saying, reading course notes, taking notes.

For all those involved in training and assessment, there is a need to:

- take the existing LL&N skills of trainees into account
- ensure effective and appropriate levels of communication while training

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- provide opportunities for trainees to develop the speaking, listening, reading, writing and mathematical skills they need on-the-job.

Most importantly, care should be taken to ensure that the LL&N skills required by the training process match as closely as possible with the LL&N skills actually required to achieve a Unit of Competency. For example, assessments that involve a lot of reading and writing are not necessarily appropriate ways to assess practical skills, and can disadvantage trainees with limited literacy skills.

There is a wide range of resources available to assist trainers and assessors address some of the challenges associated with LL&N.

For further information please refer to the following publication which was funded through the Australian National Training Authority through the 2000 Adult Literacy Innovative Project.

Creative training, literacy and numeracy skill development strategies for VET trainers in the arts and cultural industry.

Available from the DEST website *www.dest.gov.au*

Other Resources

A large number of resources have been developed to provide guidance on language, literacy and numeracy issues. A few of these are listed below:

A new assessment tool – professional development kit for Trainers and Assessors
Australian National Training Authority 1998. Available from DEST website *www.dest.gov.au*

Built in not bolted on – information kit for language, literacy and numeracy coordinators on incorporating communication skills into Training Packages.

Wignall L, Australian National Training Authority and the Department of Employment, Education, Training and Youth Affairs ND.ISBN 0642565325. Available from DEST website *www.dest.gov.au*

Workplace communication: Incorporation of language, literacy and numeracy into Training Packages.

ANTA 1998 (free). Good eight-page brochure. Available from DEST website *www.dest.gov.au*

Strategies for Success – developing English language, literacy and numeracy in Vocational Courses.

Foundation Studies Training Division, Western Sydney Institute of TAFE 1996. ISBN 0731091809. Available from the Bridge Bookshop Tel: 0292111660.

Training and Assessment for People with Special Needs

Information in this section is adapted from the following publication:

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Skills that Deliver – An Introductory Guide to Reasonable Adjustment for Employers in the Tourism and Hospitality Industry

Good vocational training and assessment, like customer service, is often about making adjustments to what we do to meet individual needs. When learning to work, every person has slightly different needs. Rarely do stereotypes, clichés or generalisations hold true. This section will assist employers and trainers to meet the reasonable adjustment needs of trainees with disabilities.

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure employees and trainees achieve the standards which customers, employers and training providers expect. Reasonable adjustments need only be that – reasonable. There is no need to go to great lengths to meet the needs of employees with disabilities. It is about identifying what adjustments might reasonably be made and how they may be put into place. The goal is NOT to discount the quality or standards of work expected of an employee or trainee.

More than one in seven Australians of working age are people with some form of disability, yet less than one in twenty people with special needs are engaged in the Vocational Education and Training (VET) system. (ABS 1998) This compares with the general rate of VET participation of nearly one in ten for all Australians. People with special needs are twice as likely as others to be unemployed. This exclusion costs – customers and employees with potential are lost to the industry.

By including people with special needs in training, the industry enhances the Australian characteristic of fairness, and this, for many customers, enhances loyalty. Finally, it is worth remembering that we are all at risk of acquiring a physical or sensory impairment through accident or a mental illness triggered by the stresses of life.

What is a Disability?

A disability presents some impairment to everyday activity. In practice, some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments.

Disabilities may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illness or birth. According to the latest survey conducted by the ABS in 1998, there were 3,610, 300 Australians with a disability. Of all these people with special needs, people with a physical disability comprised 33.3%, people with a medical condition 46.6%, people with a psychiatric disability 5.6%, people with an intellectual disability 4.4% and people with a brain injury 1.1%.

Detailed information on how to adjust training and assessment for each of these areas cannot be provided within this section, however, there are many resources available, many of which are listed here.

Adjustments in Training and Assessment

There are three steps which can be taken to make training and assessment more appropriate and fair for those with disabilities:

1. Attitudes

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Attitudes are often the greatest barrier for people with special needs. Whilst most trainees with special needs will only ever require minor adjustments to ensure their learning is positive, some will require additional support. Although there are many support agencies, occasionally trainers will have to put in additional time. In most cases, doing so will ensure a training provider is complying with the legal requirements of the Disability Discrimination Act.

Positive language can create, for the speaker and listeners alike, an atmosphere of mutual respect essential to training. For example, generally when referring to people with special needs, the 'people' come first. This signifies the primary importance of the person, rather than the disability, as in the difference between a person with an intellectual disability and an intellectually disabled person. This is important, as for those who experience discrimination at work and in life generally, poor expression can add insult to injury.

2. Preparation

The next step is to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done quickly by discussing such issues with the trainee. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that you can do to make reasonable adjustments to enable the trainee to succeed in training and assessment. In some cases, professional support may be required. Some sources of assistance are listed below.

3. Application

Once you have put into place any reasonable adjustment, it is important to monitor and evaluate what has been done to ensure the best environment for continuous training. This may involve:

- *Temporary adjustments* – i.e. mechanisms may only need to be in place during an induction period or arising from a temporary disability, in which case evaluation will ensure appropriateness without the need for on-going monitoring
- *Reinforcing adjustments* – when they need to be ongoing, monitoring may be needed to reinforce patterns of behaviour in order for them to become 'natural'
- *Improving adjustments* – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal chat with the trainee may be all that is necessary. However, should adjustments be substantial, or a trainee is not acquiring competencies at a reasonable rate, a more formal process may be justified. This may include:

- *Performance indicators* – training providers, trainees and employers should have agreed indicators of performance which can be measured and monitored
- *Independent support* – a third party, independent of the training environment, may be usefully involved
- *Experimentation* – if existing adjustments are not proving satisfactory, creative solutions may be applied
- *Continuing review* – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

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Some Examples of Reasonable Adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to employees and trainees with special needs to enable them to undertake their training and assessment.

Type of Disability	Reasonable Adjustments
Mobility impairment	Provision of wheelchair accessibility, access to aids such as for holding documents, adjustable tables, note-taking support, oral rather than written presentations or exams, use of a personal computer, lifting limits
Vision impairment or people who are blind	Use of audio tapes, enlarged text and images, enlarged computer screen images, use of voice synthesisers on computers, good lighting or reading lamps, Braille translations, provision for guide dogs, not moving furniture without informing the person, provision of additional writing time for assignments/tests
Hearing impairment or people who are deaf	Use of telephone typewriters, audio loops for people using hearing aids, use of Plain English documents, sign language interpreters for training and assessment, fire and alarm systems fitted with flashing lights
Intellectual disability	Practical learning sessions, repetition of learning exercises, use of Plain English, use of mentors, assessment which is appropriate to the skill (i.e. avoiding written test for practical tasks), providing additional time
Psychiatric disability	Use of reflective listening skills, identification and avoidance of stresses, use of on-going rather than formal assessments, providing ‘time-out’ breaks in assessment
People with acquired brain injury	Providing time and patience during training and assessment, using reflective listening skills, providing memory aids (posters, notes etc), minimisation of stress
Speech impairment	Provision of time and patience, paraphrasing, getting trainees to put things in writing, minimising stress

Clearly, each case will be different and will need to be discussed with the trainee, and in most cases expert help will be needed, at least in the initial stages. There are many sources of help to assist in employment, training and assessment of a person with a disability. Some are listed below, but a more complete list is available in *Responsibility: Including Clients with Disabilities.*

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Sources of Help for Training and Assessment

Commonwealth Disability Services Program Contacts

www.facs.gov.au or by telephone:

New South Wales (02) 263 3818 Queensland (07) 3360 2800
Victoria (03) 9285 8523 Western Australia (08) 9346 5311
South Australia (08) 8236 6111 Tasmania (03) 6221 1411
Northern Territory (08) 8946 3555 ACT (02) 6274 5206

Standards Australia

Information Centre 1800 672 321
Building code sales 1300 654 646
This body produces building codes for access.

Blind Citizens Australia

PO Box 229
Prahran VIC 3181
(03) 521 3433 or 1800 033 660

Royal Institute for the Blind – in each State and Territory

Australian Federation of Deaf Societies

C/- 59 Cadbury Road
Clairmont TAS 7011
(03) 6273 2422

National Council on Intellectual Disability

PO Box 181
Fyshwick ACT 2609
(02) 6280 8868

Australian National Association for Mental Health

Tweedie Place
Richmond VIC 3121
(03) 9427 0370

Brain Foundation

PO Box 579
Crows Nest NW 2065
(02) 9437 567

Training and Assessment in Aboriginal or Torres Strait Islander Contexts

Aboriginal or Torres Strait Islander Museum Practice

The **Museum** component of CUL04 Museum and Library/Information Services Training Package includes:

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- 2 Units of Competency that relate specifically to Aboriginal or Torres Strait Islander museum practice
- 2 Units of Competency imported from the Visual Arts Craft and Design Training Package which focus on Aboriginal or Torres Strait Islander cultural identity and cultural arts
- 2 guiding units imported from the Tourism Training Package which focus on Aboriginal or Torres Strait Islander cultural interpretation
- the opportunity within qualifications to specialise in Aboriginal or Torres Strait Islander museum practice through appropriate selection of elective units.

Delivery and assessment of Aboriginal or Torres Strait Islander-specific units would generally be undertaken in conjunction with other museum practice units, eg collection management, education and visitor services. All Units of Competency require the appropriate application of cultural protocols.

General Issues

There are many hundreds of Aboriginal or Torres Strait Islander cultures and languages and as a result all training and assessment needs to have a local focus. Individual Aboriginal or Torres Strait Islander communities must be involved in the development and implementation of training and assessment.

Some of the issues to be considered include:

- ownership and/or custodial rights and responsibilities within Aboriginal or Torres Strait Islander cultures and nations, including the rights of people to "identify with" people and Country and exercise affiliations, even where these have not been previously known, recognised or exercised
- cross-cultural issues, not only in terms of Aboriginal or Torres Strait Islander/non-Aboriginal or Torres Strait Islander interactions but also between and within 2Aboriginal or Torres Strait Islander cultures, nations and sub-groupings where inter-relationships can be extremely complex and sensitive
- "rights" of people to speak on behalf of and represent groupings, these being generally invested in Elders or other Aboriginal or Torres Strait Islander people who are recognised by their community as custodians of cultural knowledge
- attitudes towards cultural heritage aspects that can be shared without compromise and the ways in which this can be achieved, eg this may impact on who teaches knowledge, who studies units and the cultural protocols which govern the ways in which this is done
- recognition that Aboriginal or Torres Strait Islander arts and cultures are dynamic and are continually growing and developing and not fixed in a particular view of the past
- respect for the rights of Aboriginal or Torres Strait Islander peoples to refuse to pass on information, including details about family history, kinship systems, Country, significant sites and other cultural knowledge
- awareness of the sensitivities which may be felt by some Aboriginal or Torres Strait Islander people when researching their own culture, Country and family systems, particularly when such research impacts on personal identity.

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Planning

Issues to consider include:

- consulting Elders or other Aboriginal or Torres Strait Islander people who are recognised by their community as custodians of cultural knowledge about appropriate methods for accessing and using local knowledge
- inviting the involvement of the local Aboriginal or Torres Strait Islander community, particularly Elders, at all stages of the planning, development, training and assessment process. Elders are the custodians of knowledge, as well as the authorities from whom permissions must be sought in relation to issues such as which knowledge can be shared, the ways in which this sharing must occur and how its application can be best assessed
- setting up local Aboriginal or Torres Strait Islander reference groups to advise on training development (may include organisations such as Local Aboriginal Land Council, local community arts centre, Aboriginal Education Consultative Group)
- allowing time to develop rapport and trust, to develop and explore viewpoints, on-going consultation, communication and problem-solving
- ensuring participation of local Elders – sitting in on sessions/activities as presenters, mentors, advisors and ‘supporters’, providing context and ‘grounding’. This "authority" aspect is very important and in many instances, the mere presence of key Elders, even if they are not taking an active role, lends both authority and permission
- locating training and development activities in the local community and promoting and ensuring a sense of community ownership, involvement, partnership and control.

Approaches to Training and Assessment

Ideas to consider include:

- providing orally-based training and assessment with explanation and demonstration
- working in pairs for training and assessment
- small or large group work for training and assessment: assessment dimensions for Aboriginal or Torres Strait Islander peoples may include a ‘group’ component as well as an ‘individual’ component
- providing culturally appropriate presentations for training and assessment e.g. presentations or art pieces in a medium appropriate to local culture
- using artwork or illustrated oral presentations/talks, for presentation and assessment
- consulting trainees about preferences and how they feel they can best demonstrate their competence
- taking a flexible approach to time and achievement of outcomes
- providing flexible delivery and assessment
- identifying culturally appropriate and sensitive trainers and assessors with a demonstrated ability to work effectively with local Aboriginal or Torres Strait Islander communities
- training external trainers in appropriate and localised approaches and providing essential community and cultural background information/support
- developing all training as part of an overall empowerment and confidence-building program

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- accommodating priorities and obligations within local communities to avoid conflict with training and assessment activities
- exploring perceptions and understandings 'in community'
- allowing multiple, holistic and personalised assessment opportunities
- identifying appropriate materials/methods through community and potential trainee consultations
- tailoring training and assessment for specific communities rather than applying 'blanket' solutions/methods, recognising that there are many localised Aboriginal or Torres Strait Islander 'cultures' and not a single one
- personalising training materials with appropriate, local illustrations and applications
- integrating training and assessment with work activities as much as possible
- structuring training and assessment as on-going work experience

Training and Assessment Venues

Issues to consider include:

- What are locally familiar, appropriate, preferred and available venues?
- Are 'classrooms' or other interior settings available or appropriate?
- Is an outdoors location preferred/more appropriate?
- Is on-the-job training and assessment most appropriate and how is this best organised?
- Are Occupational Health and Safety issues addressed?
- Do local climatic conditions affect training and assessment locations and approaches?

Training and Assessment Resources

Issues to consider include:

- selection of appropriate trainers and assessors
- availability, accessibility and appropriateness of written, audio-visual, photographic or other resource materials such as necessary equipment
- development or adaptation of appropriate resource materials
- availability of electricity or availability at required times in remote training and assessment locations
- availability of Internet access for research, training and assessment where appropriate.

Developing Examples and Activities

Issues to consider:

- Do existing training resources meet the needs of Aboriginal or Torres Strait Islander candidates or is there a need for additional material?
- Are trainees going to meet visitors from outside local cultural groupings?
- Can activities be developed which bridge traditional cultural needs and obligations and those of varied outside visitors who also have great cultural diversity?

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- Are activities contained completely within a limited cultural world sufficient to achieve the outcomes required by the standards?
- Do set activities enable trainees to demonstrate their competence and satisfy the requirements of the competency standard/qualification? The challenge is in balancing local situations and needs with competency standards and qualifications. As qualifications are national and therefore 'portable', these aspects must be considered.
- Are existing activities within resources relevant, able to be adapted according to local needs or do they need replacing with your own or others?
-

Innovation in the Cultural Industries

What is Innovation?

Innovation is the process of coming up with new ideas or new uses for old ideas. To be innovative the ideas must add value. They may lead to new or improved products, services, systems, work procedures, tools and so on.

Because innovation may happen randomly on occasion, many people think it cannot be taught. We have found that innovation should be approached systematically. *innovation at work* skills provides both the personal skills needed by individuals and a methodology for use by a team or organisation. They make the difference between a moment of inspiration by one individual and a truly, consistently innovative organisation.

What Skills are needed for Innovation in the Workplace?

Innovation in the workplace is crucial to the continued development of every workplace. But what skills and knowledge are involved in being innovative at work and how can they be incorporated into training or assessment using the Industry Training Packages? These competency standards address these skills and knowledge. They include:

- *innovation at work* skills – six core skills
- entry level skills for innovation
- management skills for innovation.

Innovation Skills in the Cultural Industries

All industries need to develop an innovative work culture. Not only do all organisations need to improve constantly, they also need to utilise better all the systems they already have in place. In the cultural industries, sectors and jobs lend themselves particularly to innovation and creativity. For example, innovation is an integral part of the work of designers, photographers, visual artists and craft practitioners. Innovation is also critical in arts administration and management, and in wider areas of entertainment, film, television, radio and multimedia. However, whatever the area, in order to be successful, creative practitioners need to:

- contribute to improvement
- be able to change and adapt
- develop a customer focus

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- come up with new ideas
- be entrepreneurial.

Innovation at work skills might be used to:

- solve a problem by coming up with a new approach or a new idea
- design a new product or body of work
- develop a new policy or strategy for promoting the arts
- develop a new system of work practice
- develop a product which is aesthetically or artistically pleasing or entertaining.

Work outcomes would be improved if people had the skills to:

- find out what the end use will be for a product or artwork
- challenge conventions and assumptions
- access knowledge and information from a range of sources
- think creatively to come up with interesting, new ideas, techniques or approaches
- discuss new ideas with colleagues, specialists and challengers
- create time to think and reflect
- open themselves up to different stimuli
- form a network to keep up-to-date
- leave time to think over ideas
- develop a plan, a presentation, a mock-up, a model, a proposal or an outline
- explain ideas to, and educate, end users, managers, team members
- evaluate an idea, the process for developing the idea or the end product.

What is needed for Innovation in the Workplace?

A truly innovative organisation is one which values new and workable ideas in all aspects of its operations. While product or technology innovation is important, that is only part of the story. The need for innovation applies to the whole organisation.

The ‘whole organisation’ approach to innovation requires:

- commitment to innovation as a core value at all levels of the organisation
- access to technical skills and knowledge to provide confident, well educated, well trained and informed practitioners
- a culture which encourages ideas from all practitioners
- managers who understand what is needed for innovation and are prepared to actively encourage it
- practitioners and managers who have *innovation at work* skills.

While Training Packages provide the technical skills and knowledge for a particular industry, these Innovation Competency Standards provide the *innovation at work* skills and the management skills needed to implement innovation as a system.

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Using the Innovation Competency Standards

The seven Innovation Competency Standards are as follows:

Area of skill	Competency Standard
Enabling:	• CUVICS01B Contribute to workplace improvement • CUVICS02B Share ideas in the workplace
Innovation at Work:	• CUVICS03B Develop innovative ideas at work • CUVICS04B Originate and develop a concept
Innovation Management:	• CUVICS05B Lead a team to foster innovative work practice • CUVICS06B Create a work environment conducive to innovative work practice • CUVICS07B Establish systems to foster innovation

They can be used in the following ways:

- integrated into existing cultural industry training programs
- used to develop short courses.

How do these Standards Work in Practice in the Cultural Industries?

Below are some examples of how these standards might work in practice in different sectors of the cultural industries.

CUVICS01B Contribute to workplace improvement

An example from a ceramics studio

George has been working for about three months in a part-time traineeship for a co-operative of four artists specialising in ceramics. The artists produce a range of tableware and unique items, including sculpture. With such a diverse range of work produced in this studio, the equipment, tools and materials required demand constant monitoring for which George was employed while he studies at TAFE. He needs to maintain all tools, equipment and materials, ensure they are stored appropriately and identify additional future needs. He may also need to order tools and materials.

George really enjoys the diversity involved in his traineeship. While he has been working at the studio he noticed that tools and materials, although well maintained and stored, were dispersed throughout the studio, rather than stored in a central location.

This suited the artists but George spent more time than he needed to monitor equipment and assess tools and materials. He had been thinking about how to improve the layout of the studio for better access and increased space and had researched appropriate information on other studio spaces, making notes and sketches on how to reconfigure the ceramic studio storage spaces.

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Last week he participated in a planning meeting for a large commission which is unusual for the co-operative. It was then he decided to mention the amount of time he spent monitoring the equipment, tools and materials in the studio. The artists were sympathetic and were pleased when George also tabled his research on storage systems in other studios and they discussed a range of options while inspecting the current storage in their studio. A solution, which provided a central storage facility and much increased floor space, was accepted at the meeting.

CUVICS02B Share ideas in the workplace

An example from a regional gallery

For over six months Gillian has been working as part of a team to promote the sale of a range of items made by local artists/craftspeople in a regional gallery. Sales were consistent, as the gallery was well located in a popular tourist area with expectations that clients would purchase items that addressed particular qualities of the local environment. A new resident submitted more unusual and challenging work to the gallery for possible sale and promotion.

Although the promotional team needed to consider the submission, Gillian really liked the work and decided to ask other sale outlets at regional locations about how they approached consideration of unusual work before she met with the other members of her own promotional team. She also had lengthy discussions with the artist and together they worked out a marketing proposal and suitable method of communicating their proposal to the others in the gallery.

The promotional team met to consider the artist’s submission. Gillian presented her research, the artist was then invited to present his work and both he and Gillian presented their marketing proposal to the promotional team. The team decided to trial the artist’s work for three months.

The trial was successful and the artist was asked to submit more work on a regular basis.

CUVICS03B Develop innovative ideas at work

An example from the music industry

Jo is a music promoter/agent of five years experience in the local music scene. While she promotes established musicians she is always seeking emerging talent.

She received a CD of ten songs by a young band from interstate and was interested in both the mix of Country and Western and folk music together with their lyrics. Jo knew they had potential and signed them up.

She knew she had to plan their promo schedule and generated a number of ideas for future gigs including relevant festivals. She needed to resolve how to appropriately promote the band, with a view to gaining record company interest. The planning process involved presenting a series of options to the band and discussing how they saw their recording and performance future. She wanted to ensure her promotional pitch was accepted happily. Jo knew the band wished to perform first at the Tamworth Music Festival, but she thought that as the band was gutsy but inexperienced a more appropriate venue should be the Port Fairy Folk Festival.

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Jo sought the band's opinions on her promotional strategy, and at first the band felt that they should be more fully involved in touring, however after discussions concerning experience, potential "tour fatigue" and further development in recording possibilities they could understand Jo's request for patience and restraint. However Jo did not wish to dampen their enthusiasm so she refined her program for promotion after meeting and presented it to the band at a follow up meeting.

The consensus was that the band would first perform at the Port Fairy Folk Festival after which they would continue to rehearse and follow up with another high profile gig. Jo and the band would reassess the tour schedule after this with a view to increasing the number of gigs.

CUVICS04B Originate and develop a concept

An example from a multimedia design studio

Jim has just started a new job as manager for a multimedia design studio. The studio is relatively new and evolved from an artist-run co-operative into a company, which is beginning to handle large accounts in multimedia advertising. Jim's job is to design a promotional strategy and a marketing plan for the fledgling company.

Jim begins by looking at other multimedia design companies to see how they promote themselves, including particular small companies overseas. To get a different perspective he investigates large multi-national firms as well to see if they have approaches which could be useful for their own company. He gradually clarifies a brief for himself concerning outcomes and keeps refining it as he receives more information.

He challenges assumptions about expectations for new multimedia design companies and what marketing approaches are valid. Do they need to focus on well-trodden paths in design focus in order to be financially secure so they can be more adventurous? Should they make strategic links with international multimedia design companies? What is the expertise of each designer in the company? How can this expertise be enhanced and extended? Where and how do the designers see themselves in five years time? What can this new company offer them?

He talks to his design network and colleagues. He makes a particular effort to have discussions as widely as possible, both to inform himself before he starts to design the concept and once he has ideas on which he needs feedback. He talks to former colleagues and marketing specialists.

Once he has come up with a concept he leaves himself plenty of time to reflect on it, asking himself hard questions, going back to his brief and seeing if the plan really meets those criteria he established. He takes note of the feedback he gets and makes changes if he thinks it is valid.

Once he has a working plan, he develops a presentation for the multimedia designers to make sure that everyone will support the strategy and the plan and incorporates their feedback before beginning implementation.

CUVICS05B Lead a team to foster innovation

An example from a film production house

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Petra is a director of a small film studio. Her crew works closely together, they are happy about flexible hours of working and are committed to the studio's future as an innovative, low budget film company.

Petra is committed to the principles of continuous improvement and innovation. She has trained all her staff in *innovation @ work* skills. She holds regular brief morning meetings with the crew at which all members are encouraged to challenge how things are done and to come up with new and different ways of doing things in relation to any aspect of tasks at hand including, relationships with actors and any other support staff required. Petra leads by example, participating in the discussions, listening attentively to others, sharing ideas and celebrating with the crew when the team comes up with a more efficient or safer way of doing a job or resolving a problem.

Petra endeavours to be sensitive to team members who may have problems and provides them with support, guidance and help when needed. When interpersonal problems occasionally arise in the group, she uses appropriate conflict resolution techniques. Film shoots can be long and arduous so she monitors her crew's performance both in its day-to-day work noting and dealing in an appropriate manner with any signs of stress. She also monitors her crew's achievements in innovation and work improvements. She tries to assign team members to tasks that match their skills as much as possible. She looks for opportunities for innovation and ways in which the crew can help each other and work collaboratively. She encourages them to look for ways of working smarter, safer and more efficiently.

CUVICS06B Create an innovative work environment

An example from an event management group

Peter manages a cultural event management group, which has several operations throughout the country. The group is committed to innovation as a part of its strategic business goal and has innovation initiatives. The sub-contractors (designers, carpenters, artists, including florists and caterers) who form part of the group are encouraged to share their innovations and there are annual innovation awards in place. Within the company, employees are encouraged to put their ideas to a committee which decides whether to pursue them.

Peter thinks that the existing initiatives are good but he feels that innovation is not systematically built in to the organisation's working life and work environment. He decides to make some changes to the work environment to ensure that innovation is systematically fostered. The first thing he organises is training for all staff members in *innovation @ work* skills. This is conducted by an external facilitator over a two-day workshop. To put the skills into practice immediately, the facilitators work with the participants on a project relevant to their work.

Peter and his team then conduct some research to find out what work practices and procedures are currently followed in their workplace and how they support innovation. They find a mixed picture and decide to make some changes. They brainstorm ideas to design new procedures and practices which will encourage and support innovation. These include more collaborative approaches to projects, encouraging networking opportunities and setting up creative think tanks.

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Peter also develops some new management practices for him to follow to ensure he is encouraging staff to use *innovation @ work* skills. These include opportunities for people to present new ideas, ways in which he can recognise and possibly reward innovation, methods of identifying learning opportunities and ways he can demonstrate to staff that the organisation truly supports and encourages innovation.

CUVICS07B Set up systems that support innovation

An example from a local library

The local library in Twin Heads had been losing its appeal in the community over a number of years.

There was a shortage in Local Council funds for capital purchases within the library and the Library Manager was concerned that unless the library had the facilities to offer clients the services they wanted and were relevant to their needs, patronage would drop off and the library would be in danger of having to close down.

The Library Manager had just been to a conference where national and international speakers had outlined the very important link between the Internet and libraries and the way they could support innovation in the community. She had always recognised that the library could be a strong and immediate link to the global network of innovation but the conference had given her some new motivation and ideas.

Using a brainstorming approach she encouraged her staff to offer ideas about what services and systems the library could set up that would allow people to tap into their interests more readily and make them want to use the library to be part of the new global links. She was really delighted with the ideas offered by her staff, many of which were entrepreneurial and at the same time involved businesses in the community serviced by the library.

As a result the library began campaigning to have a local computer company install a number of new computers in the library so that clients would have greater opportunities to access the Internet and other electronic resources. Library staff assisted in gathering a range of significant sayings around the library including one which read ‘It is in … the massive social potential for learning through the Internet that libraries are playing a leading role.’ (Chris Batt, OBE) These were posted around the library on display boards which also contained details about the many ways in which clients could access global networks.

Following the brainstorm session, the librarians resolved to refine their usual practice of ensuring that when users were looking for one thing they might be interested in, they would come across more things they were interested in by placing ‘like’ with ‘like’ on library shelves. They developed material which helped clients understand about different entry points to information – through printed material, CDs, videos, the Internet and more. They set up e-lists which clients could subscribe to and be notified about the latest journals and other material in their area of interest, and they systematically linked people to websites, documents, journal articles and other resources. They provided single-click quick-links for their clients which provided powerful triggers for browsing. They also agreed to hold regular meetings to review what they had set in place to make sure it was really working for their clients.

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Now instead of just providing a catalogue for searching, the library was also offering multiple entry points to their resources. Within a couple of months, the library had become the centre of activity around a couple of neighbourhood projects, including one which was part of the local Innovation Festival.

Integrating Innovation Units into Cultural Industries Training Programs

The units can be incorporated into any qualification as electives, depending on the intended job outcomes. The following units are suggested:

For entry level

- CUVICS01B Contribute to workplace improvements
- CUVICS02B Share ideas in the workplace (Innovation Competency Standards 1 and 2)

For practitioners at AQF3 level and above

- CUVICS03B Develop innovative ideas at work (Innovation Competency Standard 3)

For the design job function

- CUVICS04B Originate and develop a concept (Innovation Competency Standard 4)

For administrators, managers

- CUVICS05B Lead a team to foster innovation
- CUVICS06B Create an innovative work environment
- CUVICS07B Set up systems that support innovation (Innovation Competency Standards 5, 6, 7)

The units can be delivered or assessed alone or with other relevant units. For example, CUVICS04B Originate and develop a concept could be delivered with a unit such as CUVADM05B Plan and develop information management systems.

Developing Short Courses or Training Programs on Innovation

Most workplaces would benefit from short programs aimed at improving existing systems or product, or developing new ones. The Innovation Competency Standards can be used to provide the necessary skills to increase innovation and creativity in the workplace. For example, a design studio may feel that their corporate identity is a bit ‘tired’ and could do with a new image. Running a training program for involved staff members on the innovation skills, and then getting them to work on the problem area, could result in a new image as well as a motivated staff.

Training providers may wish to offer short courses aimed at improving workplace skills. This can be achieved by selecting the appropriate Innovation Competency Standards and delivering them as a short training program customised to the particular occupational area, or coupled with other standards.

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Appendices

Appendices

Appendix A: Summary of Content and AQF Packaging Guidelines

This document supports the implementation of the Museum and Library/Information Services Training Package and must be used by industry and Registered Training Organisations for the appropriate structuring of qualifications. The document provides the following information:

Unit Code and Title

Codes and titles appear as per the overall list of units within the Training Package, including units imported from other Training Packages. The order of units in the document is identical to the list of units which appears in the Summary of Units of Competency in CUL04 Museum and Library/Information Services Training Package and their Pre-Requisite Requirements in this volume, and to the actual units themselves in other volumes.

Unit Descriptor

This information is taken directly from each Unit of Competency, and provides a brief description of the unit content and purpose. The descriptor provides valuable information, but users should always refer to the full Unit of Competency to determine its applicability to a given workplace or training context.

Suitable AQF Packaging Level (within Museum and Library/Information Services Qualifications)

The chart shows the qualification level(s) at which it is most suitable to package each unit within the Training Package. This information must be used to guide the selection of elective units. It is not appropriate, for example, for a unit which includes management and leadership skills to be included as an elective with a Certificate II qualification, but many units can be applied across multiple qualification levels, eg Multimedia units.

It is important to remember that individual units do not align directly to AQF levels. It is the overall package of units within a qualification that determines AQF levels and reflects meaningful vocational outcomes.

Sometimes a basic skills unit is shown as suitable for packaging within higher level qualifications. This reflects the need for flexibility in structuring training programs to meet participant needs, eg a person entering a Certificate IV with no practical experience may need to undertake some basic skills units to build an appropriate skill base.

This document focuses only on Museum and Library/Information Services Qualifications, and it may be appropriate for units to be packaged at different levels

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.

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Specialist Units – Museums **Museum Practice**							
CULMS201C Develop and apply knowledge of the museum industry	This unit describes the performance outcomes, skills and knowledge required to develop and apply a basic knowledge of the museum industry. As such, the unit underpins performance across all areas of museum practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
Aboriginal or Torres Strait Islander Museum Practice							
CULMS001B Work with Aboriginal or Torres Strait Islander cultural material	This unit describes the performance outcomes, skills and knowledge required to work with Aboriginal or Torres Strait cultural material in a culturally appropriate manner. The unit focuses on the specific cultural and consultative requirements for the sourcing, handling, interpretation and exhibition of Aboriginal or Torres Strait Islander cultural material. This includes appropriate consultation with the		✓	✓	✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
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	traditional custodians of cultural material. Ideally, this unit would be trained and/or assessed in conjunction with other technical museum practice units. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULMS002B Research and evaluate Aboriginal or Torres Strait Islander cultural material	This unit describes the performance outcomes, skills and knowledge required to research the context and interpretation of Aboriginal or Torres Strait cultural material. As such, the unit focuses on the skills to analyse cultural material, including current collections and the impact of post-colonial history. These skills then form the basis for appropriate treatment and interpretation of cultural material. The unit includes a focus on appropriate consultation with the traditional custodians of cultural material. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity	This unit describes the skills and knowledge required to develop an understanding of one's own cultural identity. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture. This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, eg those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge. Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait		✓	✓	✓	✓	✓

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	Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.						
CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts	This unit describes the skills and knowledge to develop and apply knowledge of cultural arts within a specific Aboriginal or Torres Strait Islander context. As such, the unit includes a focus on the scope and nature of local Indigenous arts practice, its cultural and economic significance, and marketing and distribution issues. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture. This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual			✓	✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	properties of specific communities. These may only be interpreted by appropriate persons, eg those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge. Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.						
Collection Management							
CULMS003B Move/store cultural material	This unit describes the performance outcomes, skills and knowledge required to handle, pack and unpack cultural material for movement and/or storage. The unit requires knowledge of techniques and materials that may be used for different types of cultural		✓	✓	✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
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	material. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULMS205C Observe and report basic condition of collection	This unit describes the performance outcomes, skills and knowledge required to observe and monitor the condition of the collection, and to identify possible threats to objects in the collection. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
CULMS411C Prepare display accommodation for cultural material	This unit describes the performance outcomes, skills and knowledge required to prepare locations for the display of cultural material. The unit focuses on assembly and construction of display and therefore has a strong link to some general building and construction skills. Unit CULMS407C Install and dismantle exhibition elements covers the actual installation of cultural material. No licensing, legislative, regulatory or certification requirements apply to this		✓	✓	✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
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	unit at the time of endorsement.						
CULMS412C Record and maintain collection information	This unit describes the performance outcomes, skills and knowledge required to maintain current and accurate collection records. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
CULMS610C Research, describe and document cultural material	This unit describes the performance outcomes, skills and knowledge required to research, describe and document cultural material, including the assessment and articulation of significance. The unit focuses on assessing and articulating the significance of cultural material, requires the application of significant judgement and is conducted under limited guidance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
CULMS611C Lend/borrow	This unit describes the performance outcomes,				✓	✓	✓

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cultural material	skills and knowledge required to establish and implement criteria and procedures for lending and borrowing cultural material. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULMS502C Acquire/dispose of cultural material	This unit describes the performance outcomes, skills and knowledge required to acquire and dispose of cultural material in accordance with organisational collection management policies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
CULMS605C Develop and implement procedures for the movement and storage of cultural material	This unit describes the performance outcomes, skills and knowledge required to establish and implement procedures and protocols for the movement and storage of cultural material. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
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	endorsement.						
Education and Visitor Services							
CULMS004B Integrate knowledge of education and learning into museum activities	This unit describes the performance outcomes, skills and knowledge required to use knowledge of education and learning to develop and enhance museum activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
CULMS202C Provide visitors with venue information and assistance	This unit describes the performance outcomes, skills and knowledge required to provide visitors with information on the venue's facilities and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
THTFAT02B Monitor entry to venue	This unit deals with the skills and knowledge required to monitor entry to an attraction or an area within an attraction or theme park such as a ride or show, and to monitor crowd movements. This unit reflects the role of an attraction attendant and		✓	✓	✓	✓	✓

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	does not incorporate the skills required by a dedicated security person.						
THTFAT03B Provide a site briefing or scripted commentary	This unit deals with the skills and knowledge to provide a site briefing or scripted commentary for customers. As such, it requires the application of basic group communication and presentation techniques and the ability to deliver information effectively in a group situation. Generally the information would have been prepared or scripted by others. The unit does not therefore include the skills to develop and present commentaries or activities to the level required by a fully competent Guide. Those skills are found in the units THTFTG06B Prepare and present tour commentaries or activities and THTPPD05B Plan and develop interpretive activities.		✓	✓	✓	✓	✓
THTTCO01B Develop and update tourism industry knowledge	This unit deals with the skills and knowledge required to develop and update knowledge of the tourism industry, including the role of different industry sectors and key legislation. This		✓	✓	✓	✓	✓

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	knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.						
THTFTG01B Work as a guide	This unit deals with the skills and knowledge which underpin effective performance as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. As such it underpins all other guiding units.			✓	✓	✓	✓
THTFTG03B Develop and maintain the general knowledge required by guides	This unit deals with the skills and knowledge required to research information on Australia for presentation to customers. It includes the requirement for sound general knowledge of Australia and the local region and highlights the need for ongoing research to update and expand the guide's knowledge. The more detailed and specialised skills and knowledge relating to cultural/heritage sites and natural environments are found in other units. The essential knowledge base for this unit will vary		✓	✓	✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
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	according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.						
THTFTG06B Prepare and present tour commentaries or activities	This unit deals with the skills and knowledge required to prepare and present commentaries and activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment across multiple guiding contexts. The unit goes beyond the pure delivery of fully-scripted commentary and requires significant creative input. It has been merged with the previous unit THTFTG09A Present Interpretive Activities. The unit THTPPD05B Plan and develop interpretive activities is dedicated to the actual development of interpretive activities.			✓	✓	✓	✓
THTFTG07B Research and share general	This unit deals with the skills and knowledge			✓	✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
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information on Australian Indigenous culture	required to research and share information about Australian Indigenous societies in a culturally-appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation. This unit does not include in-depth interpretation of local Australian Indigenous cultures.						
THTFTG08B Interpret aspects of local Australian Indigenous culture	This unit deals with the skills and knowledge required to interpret different aspects of local Australian Indigenous cultures in a tourism context. This unit focuses on an in-depth interpretation of a specific local culture. It is this in-depth, localised interpretation that distinguishes this unit from Unit THTFTG07B. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of in-depth local cultural knowledge,			✓	✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
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	appropriate behaviour and local community consultation. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders and who are authorised by local elders on behalf of their communities.						
THTFTG12A Prepare specialised interpretive content (flora, fauna and landscape)	This unit describes the skills and knowledge required to research and update the specialised information required by some guides. For example, guides who work in National Parks will require a detailed knowledge about the specific park landscape. General knowledge (eg about Australia and a given region) is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides. The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	specific requirements of local tourism industry employers.						
THTFTG13A Prepare specialised interpretive content (marine environments)	This unit describes the skills and knowledge required to research and update the specialised information required by some guides. For example, guides who work in National Parks will require a detailed knowledge about the specific park landscape. General knowledge (eg about Australia and a given region) is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides. The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.				✓	✓	✓
THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)	This unit describes the skills and knowledge required to research and update the specialised information required by				✓	✓	✓

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		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	some guides. For example, guides who work in cultural centres will require specific information related to the centre's cultural focus. General knowledge (eg about Australia and a given region) is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides. The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.						
THTPPD04B Plan and implement minimal impact operations	This unit deals with the skills and knowledge required to organise and operate tourism activities which minimise negative environmental and social impacts. A senior guide or senior operations co-ordinator would generally undertake this process. The unit's emphasis is on short term action planning and implementation, without				✓	✓	✓

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	the strategic focus which is found in unit THTPPD06B Plan and develop ecologically sustainable tourism operations. This unit is particularly relevant to ecotourism operations but should apply to all tourism operations.						
THTPPD05B Plan and develop interpretive activities	This unit deals with the skills and knowledge required to plan and develop interpretive activities for different customer groups. Senior guides or senior activities co-ordinators would generally undertake this role. It is particularly relevant for those developing activities within tour operations, attractions/theme parks and national parks. The actual presentation of activities is covered in unit THTFTG06B Prepare and present tour commentaries or activities.				✓	✓	✓
Exhibition Development and Management							
CULMS005B Research and generate ideas for exhibition concepts	This unit describes the performance outcomes, skills and knowledge required to research and generate ideas for exhibition concepts. The unit focuses on exploring				✓	✓	✓

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	different themes and potential storylines to inform the overall concept development process. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULMS006B Develop and implement the interpretive/communication strategy for an exhibition	This unit describes the performance outcomes, skills and knowledge required to develop the overall interpretive/communication strategy for an exhibition. The unit focuses on analysis, strategy development, implementation and evaluation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.					✓	✓
CULMS007B Design and develop interpretive displays	This unit describes the performance outcomes, skills and knowledge required to design and develop small displays for the interpretation of a collection/site. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of				✓	✓	✓

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		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	endorsement.						
CUVDSP15B Research and apply techniques for application to spatial design	This unit describes the skills and knowledge required to research and apply techniques for application to spatial design. As this unit is introductory in nature, the outcome is most likely to be a model or maquette for a spatial design or the construction of an aspect of the overall design. It may be the design and realisation of the complete design for a small scale project. This is a specialisation unit and refers to a specific design form. This work requires some guidance.				✓	✓	✓
CULMS008B Conceive, develop and realise exhibition designs	This unit describes the performance outcomes, skills and knowledge required to undertake the complete exhibition design process, from initial conception of ideas to the final realisation of the design. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.					✓	✓
CULMS407C Install and dismantle exhibition	This unit describes the performance outcomes, skills and knowledge			✓	✓	✓	✓

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elements	required to install and dismantle the physical elements of an exhibition. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULMS504C Organise and monitor exhibition installation/dismantling	This unit describes the performance outcomes, skills and knowledge required to plan and oversee the installation and dismantling of physical exhibition elements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
CUVCRS03B Produce computer-aided drawings	This unit describes the skills and knowledge required to use a range of CADD program functions and features to produce drawings. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors. The focus of this			✓	✓	✓	✓

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	unit is on the technical skills required to operate CADD, and design skills are found in other units within the Visual Arts Craft and Design Training Package.						
Specialist Units – Library/Information Services **Library Practice**							
CULLB001B Develop and apply knowledge of the library/information services industry	This unit describes the performance outcomes, skills and knowledge required to develop and apply a basic knowledge of the library/information services industry. As such, the unit underpins performance across all areas of work. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
CULLB203C Develop and use information literacy skills	This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓			

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CULLB602C Use, evaluate and extend own information literacy skills	This unit describes the performance outcomes, skills and knowledge required to use, evaluate and extend one's own information literacy skills at a complex level. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
Customer Service							
CULLB002B Obtain information from external and networked sources to meet customer needs	This unit describes the performance outcomes, skills and knowledge required to source and obtain information from external and networked sources to meet customer needs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.			✓	✓	✓	✓
CULLB003B Research and analyse information to meet customer needs	This unit describes the performance outcomes, skills and knowledge required to provide customer access to diverse and complex sources of information using research and analytical skills. This unit builds on the skills found in unit CULL401C Assist customers to access				✓	✓	✓

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	information. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULLB206C Assist with circulation services	This unit describes the performance outcomes, skills and knowledge required to process loan transactions and assist customers with circulation/lending enquiries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
CULLB401C Assist customers to access information	This unit describes the performance outcomes, skills and knowledge required to assist customers in obtaining information relevant to their needs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
CULLB508C Monitor and enhance information access	This unit describes the performance outcomes, skills and knowledge required to monitor and enhance the service provider's information				✓	✓	✓

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	systems and services. It focuses on the monitoring and evaluation of new technological developments and the development of strategies to enhance existing services or introduce new services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULLB708C Manage information access	This unit describes the performance outcomes, skills and knowledge required to monitor and evaluate customer information needs, and to develop and implement appropriate access policies within the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.					✓	✓
Information Organisation and Management							
CULLB004B Process information resource orders	This unit describes the performance outcomes, skills and knowledge required to process orders for information resources in accordance with organisational acquisition procedures.		✓	✓	✓	✓	✓

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	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULLB005B Search databases	This unit describes the performance outcomes, skills and knowledge required to search and retrieve information from a range of databases. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
CULLB205C Process and maintain information resources	This unit describes the performance outcomes, skills and knowledge required to ensure consistent organisation and maintenance of information, materials and equipment (both print-based and electronic). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓
CULLB302C Use cataloguing tools	This unit describes the performance outcomes, skills and knowledge required to use established cataloguing tools and rules at an introductory level.			✓	✓	✓	✓

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	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULLB412C Undertake cataloguing activities	This unit describes the performance outcomes, skills and knowledge required to complete original descriptive cataloguing and catalogue maintenance activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
CULLB505C Analyse and describe information materials	This unit describes the performance outcomes, skills and knowledge required to analyse and describe material by indexing and abstracting the content and format of materials to ensure the efficient retrieval of information by customers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.					✓	✓
CULLB506C Catalogue and classify material	This unit describes the performance outcomes, skills and knowledge required to analyse, catalogue and classify					✓	✓

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	material to facilitate customer access. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULLB509C Select and acquire information materials	This unit describes the performance outcomes, skills and knowledge required to co-ordinate information selection and acquisition for an information services provider. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.					✓	✓
CULLB605C Manage collection development	This unit describes the performance outcomes, skills and knowledge required to evaluate and review the use of collections, to develop and maintain policies, and to manage processes for the selection, acquisition and disposal of materials. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.					✓	✓
CULLB701C Analyse and describe	This unit describes the performance outcomes,					✓	✓

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specialist/complex material	skills and knowledge to apply creative, whole systems thinking to cataloguing, classification, indexing, abstracting or otherwise describing specialist and complex material. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULLB604C Manage care and maintenance of the collection	This unit describes the performance outcomes, skills and knowledge required to establish and manage procedures for the preservation, storage and display of information materials. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.					✓	✓
Specialist Units – Cross Sector (Museum and Library/Information Services) **Preventive Conservation**							
CULMS009B Implement preventive conservation activities	This unit describes the performance outcomes, skills and knowledge required to provide general preventive care for cultural material. The unit focuses only on environmental monitoring, condition			✓	✓	✓	✓

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	assessment and the overall implementation of disaster preparedness measures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.						
CULMS010B Contribute to the preservation of cultural material	This unit describes the performance outcomes, skills and knowledge required to contribute to the preservation of cultural material through a sound knowledge of conservation principles, practices and ethics and the application of basic preservation activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
CULMS011B Develop a disaster preparedness plan	This unit describes the performance outcomes, skills and knowledge required to develop a disaster preparedness plan for any collection of cultural material. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓

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Public Programs							
CULLB510C Develop and maintain community/stakeholder relationships	This unit describes the performance outcomes, skills and knowledge required to develop and maintain community/stakeholder relationships. The unit focuses on the need for regular and ongoing consultation to maintain the quality of service provision. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
CULMS207C Assist with the presentation of public activities and events	This unit describes the performance outcomes, skills and knowledge required to complete a range of tasks under supervision for the set-up and operation of activities and events. As such the unit includes a general knowledge of the issues to be considered in staging any type of activity or event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		✓	✓	✓	✓	✓

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CULMS406C Deliver information, activities and events	This unit describes the performance outcomes, skills and knowledge required to prepare and present information, activities and events to different customer groups. This unit shares some outcomes with unit THTFTG06B Prepare and present tour commentaries or activities, in the Tourism Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.			✓	✓	✓	✓
CULMS506C Plan and develop activities, events and programs	This unit describes the performance outcomes, skills and knowledge required to plan and develop activities, events or programs for different customer groups. This unit is equivalent to unit THTPPD05B Plan and develop interpretive activities, in the Tourism Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓

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THHGCS01B Develop and maintain local knowledge	This unit deals with the skills and knowledge required to build and maintain the local knowledge that is required to effectively respond to general customer information requests in a range of tourism and hospitality enterprises. This unit reflects a context where the provision of information is not the primary job role (eg within an attraction or a restaurant). The unit has a link to unit THTSOP02B Source and provide destination information and advice, (Tourism Training Package) which reflects a context where provision of advice is the primary job role (eg a visitor information officer or travel consultant).		✓	✓	✓	✓	✓
Arts Administration and Management							
BSBCMN305A Organise workplace information	This unit covers the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and information management systems. This unit is related to BSBCMN206A Process and maintain workplace				✓	✓	✓

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	information, BSBCMN212A Handle mail and BSBCMN405A Analyse and present research information. Consider co-assessment with BSBCMN306A Produce business documents.						
CUVADM01B Develop and implement arts administration systems and procedures	This unit describes the skills and knowledge required to develop and implement administration systems specifically within the context of an arts organisation. While skills in the development of administration systems are generic, this unit also has a focus on the contextual knowledge required for arts administrators. This unit would generally be undertaken by senior administrative staff or managers.				✓	✓	✓
CUVADM02B Plan work space	This unit describes the skills and knowledge required to plan the allocation and usage of space consistent with a concept or business plan. This unit is applicable to work in many industries. Significant underpinning knowledge of the particular work context is required. This work would usually be carried out					✓	✓

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	autonomously and may include responsibility for others.						
CUVADM05B Plan and develop information management systems	This unit describes the skills and knowledge required to develop and implement information management systems within an organisation. This role would generally be undertaken by administrators and managers. The unit is generic in nature and may be applied in a range of industry contexts.				✓	✓	✓
CUVADM11B Work within an arts organisation context	This unit describes the skills and knowledge required to work within an arts organisation context. As such the unit requires a general knowledge and understanding of the spectrum of arts organisations and the application of that knowledge to specific work practices.		✓	✓	✓	✓	✓
CUVADM12B Work with arts professionals in an arts organisation	This unit describes the skills and knowledge required to communicate effectively with a range of arts professionals in the context of an arts organisation. It describes the role of the arts administrator or manager in working with a broad			✓	✓	✓	✓

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	range of arts professionals. As such the unit builds on unit CUVADM11B Work within an arts organisation context. It involves an understanding of the work context of arts professionals and an understanding of the need for information by the arts professionals. This work is carried out under limited supervision.						
CUVADM13B Research and critique cultural work(s)	This unit describes the skills and knowledge required to research and critique cultural work(s). The unit includes the ability to research cultural work(s) and information related to the work(s) and to reflect on and present a critique in a selected context in either a spoken or written mode. Informed research and critical analysis skills rather than written or spoken skills are the focus of the unit.				✓	✓	✓
CUVCON06B Develop concepts for arts organisations or projects	This unit describes the skills and knowledge to develop concepts for arts organisations or for specific arts projects. It includes the need for concept generation, communication and consultation on the concept, and development					✓	✓

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	of the concept to a pre-operational stage. Concepts may be required for a wide range of purposes including programs, events, exhibitions or administrative structures. This work would usually be carried out autonomously and may include responsibility for others.						
Business Administration and Management							
CULMS609C Develop policies and strategies	This unit describes the performance outcomes, skills and knowledge required to develop/review policies and strategies which guide the planning and implementation of organisational activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.					✓	✓
BSBADM405A Organise meetings	This unit covers organising meetings including agendas, papers, participants and minutes. This unit is related to BSBADM307A Organise schedules and BSBADM502A Manage meetings. Consider co-assessment with BSBADM406A Organise				✓	✓	✓

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	business travel.						
BSBADM502A Manage meetings	This unit covers managing the preparation of meetings, chairing the meetings, organising the minutes and reporting outcomes. This unit is related to BSBADM405A Organise meetings. Consider co-assessment with BSBADM503A Plan and manage conferences.				✓	✓	✓
CUFADM01A Prepare a proposal	This unit describes the skills and knowledge required to prepare a proposal, formal tender or submission document for a project in the cultural industries.					✓	✓
CUSADM03A Manage a project	This unit describes the skills and knowledge required to manage a straightforward project or a section of a larger project. It focuses on essential project management skills and the need to meet deadlines for outcomes and products. For projects that involve large budgets, substantial numbers of staff and complex outcomes, see the unit CUSADM04A Manage a major project.				✓	✓	✓
CUSADM04A Manage a major	This unit describes the skills and knowledge						✓

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project	required to manage complex, large multiple or diverse projects within the cultural industries. This unit focuses on the high level skills needed to deal with operations involving large budgets, substantial numbers of staff and complex outcomes. For management of a smaller or more straightforward projects, see the unit CUSADM03A Manage a project.						
CUSADM05A Develop and implement a business/strategic plan	This unit describes the skills and knowledge required to develop a strategic plan and to monitor and manage its implementation. It may be applied to a small independent operation or to a section of a large organisation.						✓
CUSADM06A Develop and implement an operational plan	This unit describes the skills and knowledge required to support the operational planning process. It may be applied to a small independent operation or to a section of a large organisation.					✓	✓
CUSADM08A Address copyright requirements	This unit describes the skills and knowledge required to protect creative work and performance from unauthorised use.				✓	✓	✓

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CUSADM09A Address legal and administrative requirements	This unit describes the skills and knowledge required to ensure that the business or project complies with the relevant legislative and regulatory requirements. It covers the skills needed by those setting up and managing the legal and administrative aspects of businesses, and projects a cultural industry context.					✓	✓
Design							
CUEDES04B Establish and refine a brief	This unit describes the skills and knowledge required by a designer to work pro-actively with a client/commissioning organisation to develop and negotiate a design brief. As such the unit reflects the situation where the designer plays a key role in determining the scope and nature of work required. This unit builds on unit CUVDES05A Interpret and respond to a brief, which focuses on working with an established brief. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation.					✓	✓

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CUEDES05B Manage design realisation	This unit describes the skills and knowledge required to manage design realisation and includes a focus on planning, implementation and monitoring of the design process. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation. The unit may apply to an individual designer-maker or to a designer working as part of a design/production team. In practice, this unit would always be combined with specialised design units that focus on a particular area of design practice.						✓
CUVCOR04B Originate concept for own work and conduct critical discourse	This unit describes the skills and knowledge required to originate the concept and conduct critical discourse about the concept for own work. The concept encompasses ideas, form and context for the work. The unit includes the need for research and analysis of ideas and references, plus the creation of innovative concepts. It also includes a requirement for critical and informed discourse with others about one's				✓	✓	✓

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	own work. This unit both encompasses and goes beyond unit CUVCOR03A Develop, refine and communicate concept for own work.						
BSBDES301A Explore the use of colour	This unit describes the performance outcomes, skills and knowledge required to explore the use of colour and to apply colour theory. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.			✓	✓	✓	✓
BSBDES302A Explore and apply the creative design process to 2D forms	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 2 dimensional (2D) forms. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.			✓	✓	✓	✓
BSBDES303A Explore and apply the creative design process to 3D forms	This unit describes the performance outcomes, skills and knowledge required to explore and			✓	✓	✓	✓

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	creatively apply the design process to the development of 3 dimensional (3D) forms. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.						
CUVDES04B Integrate colour theory and design processes in response to a brief	This unit describes the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional (2D) and/or 3-dimensional (3D) space. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.			✓	✓	✓	✓
BSBDES402A Interpret and respond to a design brief	This unit describes the performance outcomes, skills and knowledge required to interpret and creatively respond to a design brief through the production of work. People working in many industries require the skills and knowledge in this unit,				✓	✓	✓

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	and the unit is written to allow for contextualisation to a particular industry context.						
CUVDSP04B Research and apply the history and theory of design to design practice	This unit describes the skills and knowledge required to research and analyse the history and theory of design for application to design practice. This is a core unit for designers and provides underpinning skills and knowledge development for all units of this level.				✓	✓	✓
Event Management							
CULMS012B Plan event touring	This unit describes the performance outcomes, skills and knowledge required to co-ordinate arrangements for a travelling event. The unit focuses only on the specific skills and knowledge required for touring, and would always be combined with other technical/industry-specific units in the workplace, eg collection management, exhibition development, event management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓

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CUEEVT03B Integrate knowledge of creative and technical production into management processes	This unit describes the skills and knowledge required to integrate knowledge of both the creative and technical aspects of live event production into overall production and event management processes. It is particularly important for event managers who need to work with creative and technical personnel in the realisation of any production.				✓	✓	✓
THHGCS05B Organise in-house functions	This unit deals with the skills and knowledge required to organise functions from the perspective of a functions co-ordinator operating within a venue. The skills required by independent event organisers are covered in other units.			✓	✓	✓	✓
THTFME01B Coordinate guest and delegate registrations at venue	This unit deals with the skills and knowledge required to prepare for and undertake the on-site registration of guests and delegates at a meeting or event. On-site registration may be performed by venue staff or external staff. This role would normally be undertaken by a person acting under supervision.			✓	✓	✓	✓

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THTFME03A Develop and update event industry knowledge	This unit describes the skills and knowledge required to develop and update general knowledge of the meetings and events industry including industry structure, legal issues and current technology. This knowledge underpins effective performance in all meeting and event organisation and management roles.		✓	✓	✓	✓	✓
THTFME04A Develop an event concept	This unit describes the skills and knowledge required to develop the overall concept, theme and format for a major event comprising multiple components. An event manager would generally undertake this process at the commencement of the event management cycle in consultation with key stakeholders. Sometimes the concept development phase is undertaken as part of the event bidding process. Event bids and proposals are covered in unit THHPPD08B Plan and develop event proposals and bids. The unit also shares some similarities with unit THTPPD09B Develop conference programs but is broader in application.				✓	✓	✓

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THTFME05A Select event venues and sites	This unit describes the skills and knowledge required to undertake the venue/site selection process for a major event comprising multiple components. It requires the application of significant analytical and research skills to complete the process of matching an event to a particular site or venue.				✓	✓	✓
THTFME06A Manage event contractors	This unit describes the skills and knowledge required to manage the staging and operation of a major indoor event comprising multiple components. It does not cover the high levels of technical expertise required to actually provide these services, but focuses on the key knowledge and skills required to oversee the process from an organisational and contractor management perspective. This role may be undertaken by a manager working within an event venue, by an external event manager or a combination.				✓	✓	✓
THTFME07A Organise and monitor infrastructure	This unit describes the skills and knowledge required to coordinate the					✓	✓

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for outdoor events	infrastructure and facilities that must be present at an outdoor event. It focuses solely on the additional elements of outdoor event organisation and therefore builds on other event management units such as unit THTFME06A Manage event contractors.						
THTFME08A Integrate technology into the event management process	This unit describes the skills and knowledge required to integrate key technology of specific relevance to event management. The unit builds on the introductory knowledge of technology found in the unit THTFME03A Develop and update events industry knowledge.		✓	✓	✓	✓	✓
THTFME09A Develop and update knowledge of protocol	This unit deals with the skills and knowledge required to develop and apply knowledge of protocol to a range of tourism and hospitality related activities. It is particularly relevant to those involved in the management and operation of events, including functions.		✓	✓	✓	✓	✓
THTFME02B Provide on-site event management services	This unit deals with the skills and knowledge required to co ordinate the final preparation and					✓	✓

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	set-up of a major event comprising multiple components and to manage all aspects of the on-site operation. On site management requires considerable communication, negotiation and problem solving skills and would normally be undertaken by senior meeting or events personnel.						
THTPPD08B Plan and develop event proposals and bids	This unit deals with the skills and knowledge required to plan and develop proposals and bids for the staging of meetings and events. Depending on the context, this role could be performed by a wide range of individuals including event managers, local or regional tourism managers, venue managers and marketing managers.				✓	✓	✓
SRXEVT007B Manage spectators at an event or program	This unit deals with the skills and knowledge required to develop and implement a risk management plan and a plan for the admittance, seating and dispersal of crowds of spectators; and develop procedures for managing spectators at an event in an emergency. (Pre-requisites SRXRIK002A Conduct a					✓	✓

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	risk audit and develop the organisation's risk management policy, SRXEMR002A Coordinate emergency response, SRXEVT002B Organise meeting/event and provide on-site meeting/event management services)						
Facility Management							
CULMS013B Implement facility maintenance programs	This unit describes the performance outcomes, skills and knowledge required to implement asset maintenance activities for any type of facility. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.				✓	✓	✓
THHGLE16B Manage physical assets	This unit deals with the skills and knowledge required to manage the physical assets within a tourism or hospitality enterprise. It focuses on the skills needed by mainstream managers to pro-actively plan for and manage the acquisition and maintenance of physical assets. There is some overlap between this unit and unit THHGLE18B Monitor					✓	✓

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		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	and maintain computer systems.						
Finance							
BSBADM308A Process payroll	This unit deals with the skills and knowledge required to process payroll from provided data in manual or computerised payroll systems. This unit has been developed for the Business Services Training Package.			✓	✓		
BSBADM309A Process accounts payable and receivable	This unit deals with the skills and knowledge required to maintain accounts payable and accounts receivable records, processing of payments to creditors, and handling overdue accounts receivable. This unit has been developed for the Business services Training Package.			✓ ✓	✓	✓	
BSBADM310A Maintain a general ledger	This unit deals with the skills and knowledge required to prepare a general journal, posting journal entries to the general ledger and preparing a trail balance. This unit has been developed for the Business Services Training Package.			✓	✓		
BSBADM408A	This unit deals with the				✓	✓	✓

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Prepare financial reports	skills and knowledge required to record general journal adjustment entries and preparing end-of-period financial reports such as revenue statements and balance sheets for a non-reporting entity. This unit has been developed for the Business Services Training Package.						
BSBADM505A Manage payroll	This unit deals with the skills and knowledge required to the establishment and monitoring of security procedures related to managing payroll services, and the calculation and processing of salary payments, group taxation and related payments. This unit has been developed for the Business Services Training Package.					✓	✓
CUEFIN01C Develop a budget	This unit describes the skills and knowledge required to develop a budget. The nature and purpose of the budget will vary according to the work context, but the unit focuses on the key skills of analysing financial information to inform the budget development process and the actual development of a budget.					✓	✓

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	Skills relating to the monitoring of budget performance are found in the unit CUEFIN02C Manage a budget. Combined assessment of these units is appropriate.						
CUEFIN02C Manage a budget	This unit describes the skills and knowledge required to take responsibility for the management of a budget where others may have developed the budget. The skills and knowledge required for budget development are found in the unit CUEFIN01B Develop a budget. Combined assessment of these units is appropriate.				✓	✓	✓
CUEFIN03C Obtain sponsorship	This unit describes the skills and knowledge to obtain and manage sponsorship for an activity, event or organisation. As such the unit may focus on ‘one-off’ sponsorship arrangements or ongoing activities within an organisation. The unit requires a sound knowledge of sponsorship opportunities and protocols in a given industry context plus a range of communication, negotiation and					✓	✓

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	management skills.						
CUVADM10B Research and utilise revenue and funding opportunities	This unit describes the skills and knowledge required to identify appropriate sources of revenue and funding consistent with the organisation's vision, and to actively develop the information and relationships required to secure revenue. This role would generally be undertaken by a manager or senior administrator.				✓	✓	✓
CUSFIN01A Finance a project	This unit describes the skills and knowledge required in raising the finance for an artistic or creative project and negotiating the interest of the various parties in the product. This unit is imported from the entertainment industry national Training Package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the other sectors of the cultural industries.					✓	✓
THHGFA02B Maintain financial records	This unit deals with the skills and knowledge required to maintain accurate financial records in a range of business			✓	✓	✓	

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	contexts. It focuses on generic bookkeeping skills and principles and must therefore be contextualised to meet specific industry contexts. In the workplace, this function may be integrated with other activities and systems such as guest registration or travel file management. It would be assessed and trained accordingly.						
THHGFA06A Interpret financial information	This unit deals with the skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. It focuses on understanding of key financial terminology, different types of financial reports and on how financial information is used in the management of a business. This unit does not include the skills required to produce financial reports that would generally be created by more senior managers, financial specialists or accountants. This unit underpins other financial units such as THHGLE13B Manage finances within a budget,				✓	✓	✓

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	THHGLE14B Prepare and monitor budgets and THHGLE15B Manage financial operations.						
THHGLE15B Manage financial operations	This unit deals with the skills and knowledge required to oversee the day-to-day financial operations of a small tourism or hospitality enterprise or a department within a larger organisation. The unit is not intended to cover detailed specialist accounting skills that are undertaken by qualified accountants or financial controllers, but does include the awareness of accounting issues and concepts needed by managers for effective communication with accountants or other specialists on financial matters.						✓
Health, Safety and Security							
CUEOHS01C Implement workplace health, safety and security procedures	This unit describes the skills and knowledge required to implement occupational health and safety policies and practices in the workplace where an established OHS framework already exists. It covers a range of industry contexts				✓	✓	✓

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	involving a variety of different conditions and hazards. This unit describes occupational health and safety competencies applicable for employees with supervisory responsibility. This may include roles such as team leaders, production coordinators, forepersons or supervisors. Issues surrounding workplace health and safety will vary and training must be tailored to meet the needs of specific work areas.						
CUEOHS02C Establish and maintain a safe and secure workplace	This unit describes the skills and knowledge required by individuals responsible for managing the occupational health and safety policy and procedures for a small organisation or for a section of a larger organisation. It focuses on the establishment and monitoring of frameworks, systems and procedures.					✓	✓
CUFSAF01B Follow health, safety and security procedures	This unit describes the skills and knowledge which everyone in the workplace must have in order to work safely. It covers a range of industry contexts involving a variety of different	✓	✓	✓			

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	conditions and hazards.						
THHGHS03B Provide first aid	This unit deals with the skills and knowledge required for the provision of essential first aid in recognising and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures. This unit aligns to the National Guidelines Standards for First Aid Unit A.		✓	✓	✓	✓	✓
THHGLE22A Manage risk	This unit describes the skills and knowledge required to create, implement and monitor risk management strategies in a range of tourism and hospitality contexts. This role could be undertaken by different people depending upon the industry context (eg tour guides, event managers,					✓	✓

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	operations managers). This unit is very closely related to the unit THHGLE04B Establish and maintain a safe and secure workplace and care should be taken to avoid duplication in training and assessment. This unit equates to unit BSBMGT615A Manage risk in the Business Services Training Package.						
Human Resources							
BSBFLM412A Promote team effectiveness	This unit specifies the outcomes required of frontline managers to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.			✓	✓	✓	✓
BSBHR402A Recruit and select personnel	This unit is based upon WRRPM.2A Recruit and select personnel, endorsed in the National Retail Training Package, but has been customised with additional outcomes. It covers the overall planning of personnel recruitment, writing job descriptions, and recruiting and selecting staff. This role may be carried out by the				✓	✓	✓

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	manager or the task may be delegated to others. This unit is related to BSBHR506A Manage recruitment, selection and induction processes and BSBHR502A Manage human resource management information systems. Consider co-assessment with BSBHR403A Process human resource documents and inquiries.						
BSBFLM503B Manage effective workplace relationships	This unit specifies the outcomes required to manage effective workplace relationships with particular regard to communication and representation. This involves analysing and communicating information, establishing systems to develop and maintain effective working relationships and networks, and implementing strategies to overcome difficulties.			✓	✓	✓	✓
BSBFLM506B Manage workplace information systems	This unit specifies the outcomes required to manage the identification, acquisition, analysis and use of appropriate information which plays a significant part in the organisation's effectiveness. Particular				✓	✓	✓

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	emphasis is on the development of systems and the analysis of information.						
BSBFLM507B Manage quality customer service	This unit specifies the outcomes required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation and the customer.				✓	✓	✓
BSBFLM509B Facilitate continuous improvement	This unit specifies the outcomes required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies and to manage opportunities for further improvements.				✓	✓	✓
BSBFLM510B Facilitate and capitalise on change and innovation	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change. Particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and				✓	✓	✓

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	challenges.						
BSBFLM511B Develop a workplace learning environment	This unit specifies the outcomes required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.				✓	✓	✓
BSBFLM512A Ensure team effectiveness	This unit specifies the outcomes required by frontline managers to facilitate all aspects of team work within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating team work and actively engaging with the management of the organisation.				✓	✓	✓
CUETEM09B Manage diversity	This unit describes the skills and knowledge required to provide leadership in a diverse workplace where customers and staff may be from a wide range of backgrounds. It builds on the unit CUSGEN02B Work in a culturally diverse environment, and				✓	✓	✓

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	reflects the importance of diversity in all of the cultural industries. This unit is closely based on, and equates to, the unit THHGLE09B Manage workplace diversity in the Tourism and Hospitality Training Packages.						
SRXHRM001B Manage volunteers	This unit covers the knowledge and skills required to recruit and retain volunteers (Pre-requisite leadership skills required. See note in unit).				✓	✓	✓
THHGLE05B Roster staff	This unit deals with the skills and knowledge required to develop staff rosters. Depending upon the sector and enterprise, this role may be carried out by dedicated specialist staff or by operational supervisors and managers.				✓	✓	✓
THHGLE06B Monitor staff performance	This unit deals with the skills and knowledge required to monitor staff performance, within the framework of established performance management systems. It includes the skills to conduct structured performance appraisal and formal counselling sessions. A more strategic approach to performance management can be found				✓	✓	✓

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	in unit BSBHR601A Manage performance management systems from the Business Services Training Package.						
THHGLE10B Manage workplace relations	This unit deals with the skills and knowledge required to manage workplace relations from an industrial relations perspective. It focuses on the skills and knowledge needed by frontline managers, owners/managers of small businesses and human resource specialists. A more strategic approach to overall employee relations is found in the unit BSBHR603A Manage employee relations strategies and plans in the Business Services Training Package.					✓	✓
Industry and Professional Practice							
BSBCMN103A Apply basic communication skills	This unit covers the development of communication skills in the workplace. It covers the activities of gathering, conveying and receiving information, together with completing assigned written information under direct supervision. This unit is related to BSBCMN203A	✓					

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	Communicate in the workplace.						
BSBCMN203A Communicate in the workplace	This unit covers the skills and knowledge required to communicate in the workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence. This unit is related to BSBCMN103A Apply basic communication skills and BSBFLM303B Contribute to effective workplace relationships.		✓				
BSBFLM501B Manage personal work priorities and professional development	This unit specifies the outcomes required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using strategies to develop further competence.				✓	✓	
CUECOR01C Manage own work and learning	This unit describes the self-management skills needed to perform effectively in the workplace. As such it relates to personal time management and the identification and management of personal		✓	✓	✓		

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	learning needs.						
CUECOR02C Work with others	This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment. This is a core skill, which underpins effective work performance in all cultural industries.		✓	✓			
CUECOR03B Provide quality service to customers	This unit describes the interpersonal, communication and customer service skills required to create a positive impression and to establish rapport with the customer. It involves the skills and knowledge of understanding, clarifying and meeting customer needs and expectations. These fundamental customer service skills are required by a wide variety of people working at all levels across a range of cultural industry workplaces.		✓	✓	✓		
CUECOR04B Deal with conflict and resolve complaints	This unit describes the skills and knowledge required to handle difficult interpersonal situations with both customers and colleagues when conflict			✓	✓		

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	arises. It also describes the resolution of escalated complaints. These day-to-day conflict resolution skills are required by a wide variety of people working at all levels across a range of cultural industry workplaces. The unit does not cover formal negotiation, counselling or conducting mediation.						
CUEIND03B Integrate accessibility principles into work practices	This unit describes the skills and knowledge required to integrate the principles of universal access into all work practices. As such the unit focuses on a general knowledge of accessibility issues and the ways in which work practices may be reviewed and adjusted to ensure the needs of those with disabilities are met. This unit is written so that it may be contextualised to meet particular industry requirements.			✓	✓	✓	✓
CUSGEN01A Use and adapt to changes in technology	This unit describes the skills and knowledge required to evaluate and adapt to a variety of technological changes within the cultural industries. This knowledge underpins effective			✓	✓	✓	✓

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	performance in all sectors and applies to all people working in these industries.						
CUSGEN02B Work in a culturally diverse environment	This unit describes the skills and knowledge to work successfully in an environment with people from diverse social and cultural backgrounds.		✓	✓	✓		
CUSGEN04B Participate in negotiations	This unit describes the skills and knowledge required to take part in negotiations either as an individual or as a member of a team. It includes effective negotiating techniques, and planning and preparation for the negotiation. Negotiations of this nature would generally be undertaken by experienced or senior personnel.				✓	✓	✓
CUSGEN05B Make presentations	This unit describes the skills and knowledge required to prepare for and make effective presentations to a group of people. Senior operational staff, sales and marketing personnel or managers would generally undertake this role.				✓	✓	✓
Information and Computer Technology							
BSBADM304A	The unit covers design and			✓	✓		

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Design and develop text documents	development of predominantly text-based documents using advanced features of document design software. This unit is related to BSBCMN213A Produce simple word processed documents and BSBADM402A Produce complex business documents. This unit has been developed for the Business Services Training Package.						
BSBADM305A Create and use databases	This unit covers the creation of simple data tables, forms, reports and queries to create a simple database that is used for storage and retrieval of information. This unit is related to BSBADM403A Develop and use complex databases. This unit has been developed for the Business Services Training Package.			✓	✓		
BSBADM306A Create electronic presentations	This unit deals with the skills and knowledge required to design electronic presentations for speakers, self-access and on-line access. This unit has been developed for the Business Services Training Package.			✓	✓		

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BSBCMN108A Develop keyboard skills	This covers the development of basic keyboard skills using touch typing techniques This unit is related to BSBCMN213A Produce simple word processed documents and BSBCMN214A Create and use simple spreadsheets. Consider co-assessment with BSBCMN107A Operate a personal computer. This unit has been developed for the Business Services Training Package.	✓					
BSBCMN205A Use business technology	This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data. This unit is related to BSBCMN307A Maintain business resources. This unit has been developed for the Business Services Training Package.	✓	✓	✓			
BSBCMN213A Produce simple word processed documents	This unit covers preparation and production of short routine letters, notes, memos and records using word processing software.	✓	✓	✓			

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	This unit is related to BSBCMN107A Operate a personal computer, BSBCMN108A Develop keyboard skills and BSBCMN306A Produce business documents. This unit has been developed for the Business Services Training Package.						
BSBCMN214A Create and use simple spreadsheets	This unit covers creating and using simple spreadsheets and charts through the use of spreadsheet software. This unit is related to BSBCMN107A Operate a personal computer and BSBCMN108A Develop keyboard skills. This unit has been developed for the Business Services Training Package.		✓	✓			
BSBCMN306A Produce business documents	This unit covers the skills and knowledge required to produce various business documents. It includes the skills and knowledge required to select and use a range of functions on a computer application. This unit relates to BSBCMN213A Produce simple word processed documents and BSBCMN405A Analyse and present research information. Consider			✓	✓		

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	co-assessment with BSBCMN305A Organise workplace information. This unit has been developed for the Business Services Training Package.						
BSBADM403A Develop and use complex databases	This unit covers the use of database software to complete business tasks and produce usable complex documents. This unit is related to BSBADM305A Create and use databases. This unit has been developed for the Business Services Training Package.				✓	✓	
BSBADM404A Develop and use complex spreadsheets	This unit covers the use of spreadsheet software to complete business tasks and produce usable complex documents. This unit is related to BSBCMN214A Create and use simple spreadsheets. This unit has been developed for the Business Services Training Package.			✓	✓		
BSBCMN406A Maintain business technology	This unit covers the skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes activities such as the maintenance of existing			✓	✓	✓	✓

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	technology and the planning of future technology requirements. This unit is related to BSBCMN307A Maintain business resources. Consider co-assessment with BSBCMN407A Coordinate business resources. This unit has been developed for the Business Services Training Package.						
ICAB4169B Use development software and IT tools to build a basic website	This unit defines the competency required to build a basic website that is consistent with design and technical requirements, and business expectations.					✓	
ICAU2006B Operate computing packages	This unit defines the competency required to identify, select and correctly operate three desktop applications for a range of purposes.		✓	✓			
ICAU3126B Use advanced features of computer applications	This unit defines the competency required to use computer applications employing advanced features.			✓	✓	✓	
Marketing							
CUEMAR01CAssist with marketing	This unit describes the skills and knowledge required to provide assistance with a range of			✓	✓		

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	marketing activities. As such it requires a general knowledge of marketing and promotional activities, including research, the production of promotional materials and the ways in which individuals are responsible for the promotion of an organisation and its services.						
CUEMAR02CUndertake market research	This unit describes the skills and knowledge to conduct formal market research. As such it requires a sound knowledge of different research methodologies and their application to different research needs. The unit has very strong links to other marketing units. Senior personnel or managers would generally undertake this role.				✓	✓	✓
CUEMAR03CUndertake marketing activities	This unit describes the skills and knowledge required to co-ordinate a range of marketing and promotional activities with some limited short term planning. This role may be undertaken by dedicated marketing personnel or by others for whom marketing forms only a part of the job role. Longer term, more strategic				✓	✓	✓

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	planning is covered in the unit THHGLE12B Develop and manage marketing strategies. This unit equates to the unit THHGCS07B Co-ordinate marketing activities in the Tourism and Hospitality Training Packages.						
CUVADM08B Develop and manage public relations strategies	This unit describes the skills and knowledge required to develop and implement a plan for public relations activities within an organisation. It focuses on the skills and knowledge required by managers, owners/managers of small businesses and marketing personnel. As such the unit does not reflect the depth and breadth of skills required by specialist public relations professionals.					✓	✓
THHGLE12B Develop and manage marketing strategies	This unit deals with the skills and knowledge required to develop and manage marketing plans and strategies within a tourism and hospitality context. It focuses on planning, monitoring and evaluation. The actual conduct of activities, which generally takes place within the framework of marketing					✓	✓

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	plans, is covered in various other units such as THHGCS07B Co-ordinate marketing activities and THTSMA01B Co-ordinate the production of brochures and marketing materials. This unit equate to the units BSBMKG01A Research the market and BSBMKG403A Develop marketing strategies in the Business Services Training Package.						
THTSMA01B Coordinate the production of brochures and marketing materials	This unit deals with the skills and knowledge required to coordinate the development of promotional brochures and other printed marketing materials. Sales and marketing personnel, managers or owners of small businesses generally undertake this role.				✓	✓	✓
Multimedia							
CULLB307C Use multimedia	This unit describes the performance outcomes, skills and knowledge required to use a range of multimedia equipment/programs at a non-specialist level. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of		✓	✓	✓	✓	✓

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	endorsement.						
CUFMEM02A Author a multimedia product	This unit describes the skills and knowledge required in authoring a complete multimedia product using an industry standard authoring tool for productions within the cultural industries.					✓	✓
CUFMEM03A Integrate and use scripting language in authoring a multimedia product	This unit describes the skills required to integrate and use scripting language in authoring a multimedia product within the cultural industries.				✓	✓	✓
CUFMEM12A Update web pages	This unit describes the skills required to update the information on a website within the cultural industries.		✓	✓	✓	✓	✓
CUFMEM13A Incorporate, design and edit digital video	This unit describes the competency required to edit, combine and incorporate video into multimedia presentations within the cultural industries.			✓	✓	✓	✓
ICPMM296B Create and test a CD-ROM/DVD	This unit describes the skills and knowledge required to create an interactive CD-ROM / DVD which starts automatically and has no errors in any of the interactive functions.			✓	✓	✓	✓

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ICPMM321B Capture a digital image	This unit describes the skills and knowledge required to use digital camera technology for the production of colour separated images.			✓	✓	✓	✓
ICPMM322B Edit a digital image	This unit describes the skills and knowledge required to edit and manipulate an image captured digitally and prepare for export to electronic image assembly.			✓	✓	✓	✓
ICPMM344B Manipulate and incorporate audio into multimedia presentations	This unit describes the skills and knowledge required to edit, combine and incorporate audio into multimedia presentations.			✓	✓	✓	✓
ICPMM346B Incorporate video into multimedia presentations	This unit describes the skills and knowledge required to edit, combine and incorporate video into multimedia presentations.				✓	✓	✓
Recordkeeping							
BSBRKG301A Control records	This unit describes the work required to classify, register, and track records and information about records within a business or records system.			✓	✓	✓	✓
BSBRKG302A Undertake disposal	This unit describes the work involved in identifying which records are subject to the disposal program and in safely			✓	✓	✓	✓

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	transferring or securely disposing of the records.						
BSBRKG303A Retrieve information from records	This unit describes the work required to receive a request and deliver the record or information about the record. The procedures followed are generally well established.			✓	✓	✓	✓
BSBRKG304A Maintain business records	This unit describes the work required to maintain the records of a business or records system in good order on a day-to-day basis. It includes the work to gather together records that are subject to business or records system updates, to perform those updates, and to retrieve reports from the system in response to a request.			✓	✓	✓	✓
BSBRKG401A Review the status of a record	This unit describes the work involved in reviewing and documenting the changing context and status of records which have previously been appraised as having temporary or on-going value, and identified as requiring conditions imposed on granting access to them.				✓	✓	✓
BSBRKG402A Provide	This unit describes the work required to respond				✓	✓	✓

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		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
information from and about records	as effectively as possible to enquiries from potential users of records, for information about the records, or for information that might be obtained from them. This includes processes for giving enquirers access to records.						
BSBRKG403A Set up a business or records system for a small office	This unit describes the work required to research the record keeping requirements, develop and implement a business or records system for a small office (eg micro business, branch/regional office). This requires considerably less formality than for a large organisation and is undertaken by a single person. In most cases record keeping is only a part of this person's responsibilities.				✓	✓	✓
BSBRKG501A Determine business or records system specifications	This unit describes the work that is required to determine the record keeping specifications of a business or records system, and its procedures and guidelines for a whole function; it is scalable up to the business or records system for a whole organisation or down to activities within a function. It may also be				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	used for the review of the specifications, procedures and guidelines.						
BSBRKG502A Manage and monitor business or records systems	This unit describes the work involved in setting the operational frameworks for all record creation, capture, use and monitoring activities within the business or records system of a specific business domain. It may also be used to review these frameworks and activities.				✓	✓	✓
BSBRKG503A Develop and maintain a classification scheme	This unit describes the work required to develop, or modify, a classification scheme based on an organisation's functions and activities.				✓	✓	✓
BSBRKG504A Develop terminology for activities and records	This unit describes the work involved in developing new, or modified, vocabulary controls and the establishment of localised rules for titling. It is generally the case that where no formal vocabulary controls exist in an organisation, there is at least a form of controlled titling. This unit describes the formalisation of such informal schemes. Vocabulary control, or controlled language, is				✓	✓	✓

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	commonly called a "thesaurus" in some sectors of the industry. Where a new system of controls is put in place, or amendments to current controls are introduced, many organisations may choose to implement training or development programs to assist users with implementation.						
BSBRKG505A Document or reconstruct a business or records system	This unit describes the work required to document or reconstruct and describe a business or records system and its context over a period of time. The unit can be applied equally to all types of collections of records, although it has historically been understood to relate only to traditional archival work.				✓	✓	✓
Research and Innovation							
CUSRAD01A Collect and organise information	This unit describes the skills and knowledge required to identify, collect, organise and provide information to be evaluated for a variety of purposes. It does not cover the skills needed for a formal research project. If these are required, see the unit CUSRAD02A		✓	✓			

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	Conduct research.						
CUSRAD02A Conduct research	This unit describes the skills and knowledge required to provide information in any aspect of the cultural industries and in particular to research the information needed to support the development of operation, project and/or production and identify sources of material for inclusion.				✓	✓	✓
CUVICS01B Contribute to workplace improvements	This competency standard covers the skills required to observe the workplace and to generate ideas for improvement within the cultural industries. This entails being able to identify areas for improvement, generate appropriate ideas or solutions and evaluate their appropriateness. The standard relates to entry-level positions in the cultural industries and may include jobs such as assistant stage manager, arts administration assistant or photographer's assistant. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.		✓	✓			

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CUVICS02B Share ideas in the workplace	This competency standard covers the skills required to share idea/s with others in the workplace in a range of contexts within the cultural industries. This entails being confident in idea/s, selecting the most appropriate method to communicate it, accepting feedback and identifying areas for improvements. This competency standard has been designed to encourage employees to discuss and think about ideas they may have in relation to work practices, services or products in the industry. It relates to entry and operative level positions in the cultural industries in areas such as event organisers, sales functions in community arts facility/studio, stage design, public art, music studio or a graphic design studio. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.		✓	✓			
CUVICS03B Develop innovative ideas at work	This competency standard covers the skills required to systematically generate and develop innovative ideas in the workplace. It			✓	✓	✓	✓

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	is a generic standard, which may be customised for different work contexts within the cultural industries. This competency standard requires the skills to interpret or observe a need and develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user. This standard of competency could be completed by anyone in the cultural industries above entry and basic operational levels. Its six elements cover all six *innovation @ work* skills which are central to innovative thinking. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
CUVICS04B Originate and develop a concept	This standard has been developed for people whose job specifically involves designing				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	products or services, concepts or outcomes in any sector of the cultural industries. It might be used by someone designing a new event concept, a concept for public art, a new graphic design package for a hotel/resort, a concept for multi-media installation, a concept for sound sampling, a marketing campaign, a concept for new gallery space and so on. The standard relates to specialist positions in enterprises such as the community development office of local government organisations, design studios, event management/promotion firms, artist-run co-operatives, theatres and galleries and museums. The standard describes the skills and knowledge required for working with and developing a concept to that stage where it becomes the basis of a creative and effective product, service or process. It covers both the response to a brief or the development of a self-initiated proposal. It does not describe the skills needed for presentation of						

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
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	the proposal which are covered by other units. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
CUVICS05B Lead a team to foster innovation	This competency standard covers the skills and knowledge required to lead a workplace team in ways that foster innovative work practices in any sector of the cultural industries. It covers the skills that are needed by individuals who are leading work teams on individual projects or in work in general. The skills cover the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor its progress, how to ensure that the staff have the information and skills they need and how to apply *innovation @ work* skills to the leadership role. This competency standard relates to employees working within a				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	supervisory or management position in any sector of the cultural industries. This may include areas such as galleries, museums, performance spaces, manager of artist-run co-operative, community workshops in remote areas, music studio, film studio, special event organisers, fashion design companies and so on. This may include managing a team within an office, at a temporary site office, studio, back stage and/or front of stage crews, outdoor photoshoot/film location, convention centre, managing an events team, tour crew, a sales team within a marketing department and so on. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
CUVICS06B Create an innovative work environment	This competency standard covers the skills and knowledge required to create a workplace environment that enables and supports the application of innovative practices within the cultural industries. This					✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	may include such areas as museums, galleries, community arts facility, theatres, venues, design studio, on-site photo shoot, film shoot, artist-run studio, special event venue, conference organisers and so on. The work environment includes all aspects of the workplace including working conditions and practices, management practices, physical layout and training and education. This unit relates to management-level jobs in any work context within the cultural industries. It is particularly applicable to managers of small businesses or business units or departments within larger organisations. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
CUVICS07B Set up systems that support innovation	This competency standard covers the skills and knowledge required to conceptualise and design new systems that develop and support innovation in the workplace. The systems might be those that apply to human					✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	resource management, team management, organisational structures, product development, marketing or training and assessment. The systems can apply in any type and size of organisation within the cultural industries including museums, libraries, galleries, community arts facility, theatres, venues, cultural event/conference organisers, film studio, music studio, design studios and so on. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
Retail Sales							
WRRCS2B Apply point of sale handling procedures	This unit encompasses the skills, knowledge and attitudes required at the point of sale in any retail store. It includes operating the point of sale equipment, applying store policies and procedures to a range of transactions, dealing appropriately with the customer and packing or wrapping the item for transportation.		✓	✓	✓		
WRRLP2B Minimise theft	This unit encompasses the competencies required to		✓	✓	✓		

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers/terminals and keys.						
WRRM1B Merchandise products	This unit encompasses the skills, knowledge and attitudes required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling or pricing stock.				✓	✓	✓
WRRS1B Sell products and services	This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.		✓	✓	✓		
WRRS2B Advise on products and services	This unit builds on unit WRRS1B Sell products and services. It requires a greater depth of specialist or general product		✓	✓	✓		

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		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	knowledge and a greater need for experience and skill in offering advice to customers.						
Small Business							
BSBSBM301A Research business opportunities	This unit covers the investigation and research required to ascertain the opportunities available and the feasibility of a business opportunity/ies. It is suitable for those considering setting up a business. This unit is related to BSBSBM404A Undertake business planning.				✓	✓	✓
BSBSBM401A Establish business and legal requirements	The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation. This unit is related to BSBSBM404A Undertake business planning.				✓	✓	✓
BSBSBM402A Undertake financial planning	This unit involves the development of a financial plan to support business viability. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	This unit is related to BSBSBM404A Undertake business planning.						
BSBSBM403A Promote the business	This unit covers the development and implementation of marketing strategies and the monitoring and improvement of market performance. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation. This unit is related to BSBSBM404A Undertake business planning.				✓	✓	✓
BSBSBM404A Undertake business planning	This unit covers the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation. This unit is related to BSBSBM301 Research business opportunities. Consider co-assessment with BSBSBM401 Establish business and legal requirements, BSBSBM402 Undertake financial planning and BSBSBM403 Promote the business.				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
BSBSBM405A Monitor and manage business operations	This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for existing micro and small businesses or a department in a larger organisation.				✓	✓	✓
BSBSBM406A Manage finances	This unit involves the implementation, monitoring and review of strategies for the ongoing management of finance. It also includes day-to-day financial management of the business. It is suitable for existing micro and small businesses or a department in a larger organisation.				✓	✓	✓
BSBSBM407A Manage a small team	This unit covers planning and managing staff. It involves industrial relations, staff selection, staff records, induction, training and team development to enhance business operations. It is suitable for existing micro and small businesses or a department in a larger organisation.				✓	✓	✓
Training							

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
TAAASS301B Contribute to assessment	This unit specifies the competence required to contribute to the assessment process.			✓	✓	✓	
TAAASS401B Plan and organise assessment	This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system.				✓	✓	✓
TAAASS402B Assess competence	This unit specifies the competence required to assess the competence of a candidate.				✓	✓	✓
TAADEL301B Provide training through instruction and demonstration of work skills	This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.			✓	✓	✓	
TAADEL401B Plan and organise group based delivery	This unit specifies the competency required to plan and organise training for individuals within a group.				✓	✓	✓
TAADEL402B Facilitate group based learning	This unit specifies the competency required to facilitate learning by individuals within a group.				✓	✓	✓
TAADEL403B Facilitate individual learning	This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and				✓	✓	✓

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Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within MLIS Quals)					
		Cert I	Cert II	Cert III	Cert IV	Dip.	Adv. Dip.
	facilitator.						
TAADEL404B Facilitate work-based learning	This unit specifies the outcomes required to use work effectively as a learning process.				✓	✓	✓

Appendix B: Relationship between CUL04 Training Package and CUL99 Training Package

Note: The overall intent of the qualifications in CUL04 remains the same as those in CUL99. However, the new qualifications offer much greater flexibility than the old. Providers and industry must therefore ensure they adequately address updates to delivery and support materials required by the changes to the new Training Package and/or altered or varied occupational roles which guide their packaging choices. Detailed changes to units and qualifications are listed below and should provide guidance on new requirements.

Summary of Changes	
Nature of Change	**Rationale for Change**
General Changes	
Museum and Library components of package now better integrated while still recognising differences. Package now presented as follows: Volume I Qualifications, Assessment Guidelines and Supporting Information ***plus*** museum-specific and library-specific units Volume II Cross Sector and Business Support Units	• Review of package highlighted significant duplication both within and between the museum and library/information services components
More supporting information for users	• Enhanced user-friendliness, easier navigation of package • Response to feedback and outcomes of Phase 1 review

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Summary of Changes	
Nature of Change	**Rationale for Change**
Qualifications: Museums	
More flexibility in qualifications, allowing for multi-skilling or specialisation plus the ability to use more units from other Training Packages	• Continuous improvement of Training Package • Response to feedback and outcomes of Phase 1 review
Expanded guidance for packaging qualifications through the inclusion of examples for particular job outcomes	
Many changes to unit requirements arising from rationalisation of competency standards (often these changes are not content-related)	
Qualifications: Library/Information Services	
More flexibility while maintaining a level of nesting within qualifications that suits the particular industry. Structure allows for multi-skilling or specialisation plus the ability to use more units from other Training Packages	• Continuous improvement of Training Package • Response to feedback and outcomes of Phase 1 review
Expanded guidance for packaging qualifications through the inclusion of examples for particular job outcomes	
Greater focus on technology	
Many changes to unit requirements arising from rationalisation of competency standards (often these changes are not content-related)	
Competency Standards	
Rationalisation of units leading to a significant reduction in the number of units carrying a specific museum or library coding. Where units are no longer included in the package, they have generally been replaced by imported units or, in a few cases, judged	• Removes high level of duplication in previous package • Response to feedback and outcomes of Phase 1 review • Allows for importation of appropriate units from other packages

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Summary of Changes	
Nature of Change	**Rationale for Change**
as inappropriate content.	
Categorisation and 'bundling' of units into functional groups.	• Enhances user-friendliness, easier navigation of the package
Importation of a wide range of units from other Training Packages such as: • BSB01 Business Services Training Package • THT02 Tourism Training Package • WRR02 Retail Training Package • ICP05 Printing and Graphic Arts Training Package.	• Response to feedback and outcomes of Phase 1 review • Reflects skill convergences between industries • Removes duplication between Training Packages • Continuous improvement of Training Package
Enhancement of all competency standards including: • Change of performance criteria to active voice • Improved articulation and specification of essential knowledge requirements • More specification of assessment requirements • Expanded information on language, literacy and numeracy • More explicitly stated requirements in relation to cultural protocols.	• Continuous improvement of Training Package
Development of new units: • Aboriginal or Torres Strait Islander Museum Practice • Exhibition development and management • Educational focus in museum activity • Database searching • Library/information services industry context.	• Response to feedback and outcomes of Phase 1 review
Assessment Guidelines	
Updated to meet DEST requirements	ANTA requirement

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Summary of Changes	
Museums Overall structure with five qualifications from Certificate II to Advanced Diploma remains. The biggest change in the museum qualifications is that they are all now more flexible. The number of core units is generally reduced and there is a greater choice of electives. Integrity is retained through specification of where to select some elective units. Bundles of electives for different jobs provide guidance to the user. Duplication has been greatly reduced through the rationalisation of Units of Competency. Qualifications are designed to meet the needs of both small and large institutions.	
CUL20204 Certificate II in Museum Practice	
CUL30204 Certificate III in Museum Practice	
CUL40204 Certificate IV in Museum Practice	
CUL50204 Diploma of Museum Practice	
CUL60204 Advanced Diploma of Museum Practice	
Library/Information Services Overall structure with five qualifications from Certificate II to Advanced Diploma remains. Some ‘nesting’ remains. The biggest change in the museum qualifications is that they are all now more flexible. The number of core units is generally reduced and there is a greater choice of electives. Integrity is retained through specification of where to select some elective units. Bundles of electives for different jobs provide guidance to the user. Duplication has been greatly reduced through the rationalisation of Units of Competency. Qualifications are designed to meet the needs of different types of libraries.	
CUL20104 Certificate II in Library/Information Services	
CUL30104 Certificate III in Library/Information Services	
CUL40104 Certificate IV in Library/Information Services	
CUL50104 Diploma of Library/Information Services	
CUL60104 Advanced Diploma of Library/Information Services	
Museum Practice	
CULMS201C Develop and apply knowledge of the museum industry	Updates: CULMS201A Develop and apply knowledge of the institution Broader industry focus

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Summary of Changes	
Aboriginal or Torres Strait Islander Museum Practice	
CULMS001B Work with Aboriginal or Torres Strait Islander cultural material	New unit
CULMS002B Research and evaluate Aboriginal or Torres Strait Islander cultural material	New unit
CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity	Units imported from CUV03 Visual Arts, Craft and Design Training Package
CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts	
Collection Management	
CULMS003B Move/store cultural material	New unit combines/updates: CULMS302A Assist with the movement and storage of objects CULMS306A Transport objects to new locations Integrates implementation content of : CULMS409A Plan and carry out the movement and storage of objects
CULMS205C Observe and report basic condition of collection	Updates: CULMS205A Observe and report basic condition of collection
CULMS411C Prepare display accommodation for cultural material	Updates: CULMS411A Provide technical support for the accommodation of objects
CULMS412C Record and maintain collection information	Updates: CULMS412A Record and maintain information about the collection
CULMS502C Acquire/dispose of cultural material	Updates: CULMS502A Arrange to acquire or dispose of objects

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Summary of Changes	
	Integrates: CULMS604A Co-ordinate the acquisition and disposal of objects
CULMS605C Develop and implement procedures for the movement and storage of cultural material	Updates: CULMS605A Coordinate the movement and storage of objects and the maintenance of information records Integrates planning content of : CULMS409A Plan and carry out the movement and storage of objects
CULMS610C Research, describe and document cultural material	Updates: CULMS610A Identify and describe objects Integrates: CULMS505A Document objects
CULMS611C Lend/borrow cultural material	Updates: CULMS611A Lend and borrow objects
Education and Visitor Services	
CULMS004B Integrate knowledge of education and learning into museum activities	New unit
CULMS202C Provide visitors with venue information and assistance	Updates: CULMS202A Assist clients to access services and facilities More venue specific, complaints now covered in generic service unit: CUECOR03B Provide quality service to customers
THTFAT02B Monitor entry to venue	Units imported from THT02 Tourism Training Package
THTFAT03B Provide a site briefing or scripted commentary	

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Summary of Changes	
THTFTG01B Work as a guide	
THTFTG03B Develop and maintain the general knowledge required by guides	
THTFTG06B Prepare and present interpretive tour commentaries or activities	
THTFTG07B Research and share general information on Australian Indigenous culture	
THTFTG08B Interpret aspects of local Australian Indigenous culture	
THTFTG12A Prepare specialised interpretive content (flora, fauna and landscape)	
THTFTG13A Prepare specialised interpretive content (marine environments)	
THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)	
THTPPD04B Plan and implement minimal impact operations	
THTPPD05B Plan and develop interpretive activities	
THTTCO01B Develop and update tourism industry knowledge	
Exhibition Development and Management	
CULMS005B Research and generate ideas for exhibition concepts	New Unit
CULMS006B Develop and implement the interpretive/communication strategy for an exhibition	New Unit
CULMS007B Design and develop interpretive displays	New Unit
CULMS008B Conceive, develop and realise exhibition designs	New Unit

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Summary of Changes	
CULMS407C Install and dismantle exhibition elements	Updates: CULMS407A Install and dismantle small exhibitions
CULMS504C Organise and monitor exhibition installation/dismantling	Updates: CULMS504A Coordinate installation and dismantling of small exhibitions
CUVCRS03B Produce computer-aided drawings	Unit imported from CUV03 Visual Arts, Craft and Design Training Package
CUVDSP15B Research and apply techniques for application to spatial design	Unit imported from CUV03 Visual Arts, Craft and Design Training Package
Library Practice	
CULLB001B Develop and apply knowledge of the library/information services industry	New Unit
CULLB203C Develop and use information literacy skills	Updates: CULLB203A Develop own information literacy skills Integrates: CULLB403A Develop and apply own information literacy skills in working with clients
CULLB602C Use, evaluate and extend own information literacy skills	Updates: CULLB602A Evaluate and extend own information literacy skills in working with clients
Library Customer Service	
CULLB002B Obtain information from external and networked sources to meet customer needs	New unit combines and replaces: CULLB407A Use networked services effectively to provide access to information CULLB410A Obtain information

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Summary of Changes	
	resources from remote sources for clients
CULLB003B Research and analyse information to meet customer needs	New unit combines and replaces: CULLB503A Organise information for client access CULLB504A Provide clients with access to required information
CULLB206C Assist with circulation services	Updates: CULLB206A Assist with circulation services
CULLB401C Assist customers to access information	Updates: CULLB401A Contribute to client access to information
CULLB508C Monitor and enhance information access	Updates: CULLB508A Develop and improve systems and processes to increase access to information Integrates parts of: CULLB404A Contribute to structuring bibliographic and other information systems
CULLB708C Manage information access	Updates: CULLB708A Manage information access Still some overlap with CULLB508B
Information Organisation and Management	
CULLB004B Process information resource orders	New unit combines: CULLB303A Accession and process

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Summary of Changes	
	resources CULLB305A Process orders CULLB408A Acquire and process resources for access
CULLB005B Search databases	New Unit Integrates parts of: CULLB404A Contribute to structuring bibliographic and other information systems
CULLB205C Process and maintain information resources	Updates: CULLB205A Prepare, process and store resources
CULLB302C Use cataloguing tools	Updates: CULLB302A Use bibliographic methods
CULLB412C Undertake cataloguing activities	Updates: CULLB412A Undertake cataloguing activities
CULLB505C Analyse and describe information materials	Updates: CULLB505A Analyse and describe material
CULLB506C Catalogue and classify material	Updates: CULLB506A Catalogue and classify material
CULLB509C Select and acquire information materials	Updates: CULLB509A Coordinate selection and acquisition of information Integrates: CULLB507A Contribute to collection development
CULLB604C Manage care and maintenance of the collection	Updates: CULLB604A Manage care and

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Summary of Changes	
	maintenance of the collection
CULLB605C Manage collection development	Updates: CULLB605A Manage collection development
CULLB701C Analyse and describe specialist/complex material	Updates: CULLB701A Analyse and describe specialist and/or complex material
Preventive Conservation	
CULMS009B Implement preventive conservation activities	Replaces: CULMS501A Apply basic preservation techniques Sufficient difference to warrant change of code
CULMS010B Contribute to the preservation of cultural material	Replaces: CULMS601A Assist the conservator in conserving the collection Sufficient difference to warrant change of code
CULMS011B Develop a disaster preparedness plan	New Unit
Public Programs	
CULMS207C Assist with the presentation of public activities and events	Updates: CULMS207A Assist with the presentation of public activities and events Replaces: CULLB207A Assist with programs, activities and promotion CULLB304A Contribute to promotional programs and activities for clients New unit developed in a broad context to allow for application by museums and library/information services

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Summary of Changes	
	organisations
CULMS406C Deliver information, activities and events	Updates: CULMS406A Deliver information, activities and events Replaces: CULLB411A Provide promotion and programs and activities for clients New unit developed in a broad context to allow for application by museums and library/information services organisations
CULMS506C Plan and develop activities, events and programs	Updates: CULMS506A Plan, develop and delivery activities, events and programs New unit developed in a broad context to allow for application by museums and library/information services organisations
CULLB510C Develop and maintain community/stakeholder relationships	Updates: CULLB510A Establish and maintain consultation with, and promotion to, client groups Integrates parts of: CULLB707A Manage external working relationships New unit developed in a broad context to allow for application by museums and library/information services organisations
THHGCS01B Develop and update local knowledge	Unit imported from THH02 Hospitality Training Package

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Summary of Changes	
Arts Administration and Management	
CUVADM01B Develop and implement arts administration systems and procedures	Units imported from CUV03 Visual Arts, Craft and Design Training Package
CUVADM02B Plan work space	
CUVADM05B Plan and develop information management systems	
CUVADM11B Work within an arts organisation context	
CUVADM12B Work with arts professionals in an arts organisation	
CUVADM13B Research and critique cultural work(s)	
CUVCON06B Develop concepts for arts organisations or projects	
BSBCMN305A Organise workplace information	Unit imported from BSB01 Business Services Training Package
Business Administration and Management	
BSBADM405A Organise meetings	Units imported from BSB01 Business Services Training Package
BSBADM502A Manage meetings	
CULMS609C Develop policies and strategies	Updates: CULMS609A Develop policies and strategies
CUFADM01A Prepare a proposal	Unit imported from CUF01 Film, TV, Radio and Multimedia Training Package
CUSADM05A Develop and implement a business/strategic plan	Units imported from CUS01 Music Industry Training Package Replace old units with specific museum or library codes which dealt
CUSADM06A Develop and implement an operational plan	
CUSADM04A Manage a major project	

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Summary of Changes	
CUSADM03A Manage a project	with these skills, eg: CULLB704A Initiate and carry out projects
CUSADM08A Address copyright requirements	Units imported from CUS01 Music Industry Training Package
CUSADM09A Address legal and administrative requirements	Replace old units with specific museum or library codes which dealt with these skills, eg: CULMS608A Develop, implement and evaluate plans
Design	
BSBDES301A Explore the use of colour	
BSBDES302A Explore and apply the creative design process to 2D forms	
BSBDES303A Explore and apply the creative design process to 3D forms	
BSBDES402A Interpret and respond to a design brief	
CUEDES04B Establish and refine a brief	Units imported from CUE03 Entertainment Training Package
CUEDES05B Manage design realisation	
CUVDES04B Integrate colour theory and design processes in response to a brief	
CUVCOR04B Originate concept for own work and conduct critical discourse	Units imported from CUV03 Visual Arts, Craft and Design Training Package
CUVDSP04B Research and apply the history and theory of design to design practice	
Event Management	
CULMS012B Plan event touring	New unit
CUEEVT03B Integrate knowledge of creative and technical production into	Unit imported from CUE03 Entertainment Training Package

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Summary of Changes	
management processes	
THTFME01B Coordinate guest and delegate registrations at venue	Unit imported from THH02 Hospitality Training Package
THHGCS05B Organise in-house functions	
THTFME02B Provide on-site event management services	Units imported from THT02 Tourism Training Package
THTFME03A Develop and update event industry knowledge	
THTFME04A Develop an event concept	
THTFME05A Select event venues and sites	
THTFME06A Manage event contractors	
THTFME07A Organise and monitor infrastructure for outdoor events	
THTFME08A Integrate technology into the event management process	
THTFME09A Develop and update knowledge of protocol	
THTPPD08B Plan and develop event proposals and bids	
SRXEVT007B Manage spectators at an event or program (Pre-requisites SRXRIK002A Conduct a risk audit and develop the organisation's risk management policy, SRXEMR002A Coordinate emergency response, SRXEVT002B Organise meeting/event and provide on-site meeting/event management services)	Unit imported from SRS03 Sport Industry Training Package and SRC04 Community Recreation Training Package – Generic SRX units
Facility Management	
CULMS013B Implement facility maintenance programs	New unit, based on unit from SRS03 Sport Industry Training Package and SRC04 Community Recreation Training Package

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Summary of Changes	
THHGLE16B Manage physical assets	Unit imported from THH02 Hospitality Training Package Replaces: CULLB513A Manage maintenance of physical resources and environment
Finance	
BSBADM308A Process payroll	Units imported from BSB01 Business Services Training Package
BSBADM309A Process accounts payable and receivable	
BSBADM310A Maintain a general ledger	
BSBADM408A Prepare financial reports	
BSBADM505A Manage payroll	
CUEFIN01C Develop a budget	Units imported from CUE03 Entertainment Training Package
CUEFIN02C Manage a budget	
CUEFIN03C Obtain sponsorship	Replace old units with specific museum or library codes which dealt with financial skills, eg: CULMS615A Pursue and develop sponsorship opportunities
CUSFIN01A Finance a project	Unit imported from CUS01 Music Industry Training Package
CUVADM10B Research and utilise revenue and funding opportunities	Unit imported from CUV03 Visual Arts, Craft and Design Training Package
THHGFA06A Interpret financial information	Units imported from THH02 Hospitality Training Package
THHGFA02B Maintain financial records	
THHGLE15B Manage financial operations	

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Summary of Changes	
Health, Safety and Security	
CUEOHS01C Implement workplace health, safety and security procedures	Units imported from CUE03 Entertainment Training Package Replace previous units which were imported from the Tourism and Hospitality Training Packages and other units which were a mix of OH&S and other skills: CULLB202A Assist with the maintenance of service area CULLB409A Maintain service area environment, resources and equipment CULMS203A Assist in maintaining public areas
CUEOHS02C Establish and maintain a safe and secure workplace	
CUFSAF01B Follow health, safety and security procedures	Unit imported from CUF01 Film, TV, Radio and Multimedia
THHGHS03B Provide first aid	Units imported from THH02 Hospitality Training Package
THHGLE22A Manage risk	
Human Resources	
BSBFLM412A Promote team effectiveness	Units imported from BSB01 Business Services Training Package Replace old units with specific museum or library codes which dealt with generic skills, eg: CULLB501A Contribute to the organisation and co-ordination of the work of others CULLB501A Lead a team
BSBFLM503B Manage effective workplace relationships	
BSBFLM506B Manage workplace information systems	
BSBFLM507B Manage quality customer service	
BSBFLM509B Facilitate continuous improvement	
BSBFLM510B Facilitate and capitalise on change and innovation	
BSBFLM511B Develop a workplace learning environment	

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Summary of Changes	
BSBFLM512A Ensure team effectiveness	
BSBHR402A Recruit and select personnel	
CUETEM09B Manage diversity	Unit imported from BSB01 Business Services Training Package Replaces old unit with specific museum or library codes which dealt with these skills: CULMS616A Recruit and select volunteers and paid staff
THHGLE05B Roster staff	Unit imported from CUE03 Entertainment Training Package
THHGLE06B Monitor staff performance	Units imported from THH02 Hospitality Training Package
THHGLE10B Manage workplace relations	
SRXHRM001B Manage volunteers (pre-requisite leadership skills required. See note in unit)	
Industry and Professional Practice	Unit imported from SRS03 Sport Industry Training Package and SRC04 Community Recreation Training Package – Generic SRX units
BSBCMN103A Apply basic communication skills	
BSBCMN203A Communicate in the workplace	Units imported from BSB01 Business Services Training Package
BSBFLM501B Manage personal work priorities and professional development	
CUECOR01C Manage own work and learning	Unit imported from BSB01 Business Services Training Package
CUECOR02C Work with others	Unit imported from CUE03 Entertainment Training Package
CUECOR03B Provide quality service to	Unit imported from CUE03

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Summary of Changes	
customers	Entertainment Training Package Replace old units with specific museum or library codes which dealt with generic skills, eg: CULLB204A Manage own work performance and learning CULLB405A Manage own work, development and learning CULLB402A Contribute to effective working relationships CULLB301A Participate in a work team
CUECOR04B Deal with conflict and resolve complaints	Units imported from CUE03 Entertainment Training Package Replace old units with specific museum or library codes which dealt with generic skills, eg: CULLB201A Assist clients to use an information service effectively
CUEIND03B Integrate accessibility principles into work practices	
CUSGEN01A Use and adapt to changes in technology	
CUSGEN02B Work in a culturally diverse environment	Units imported from CUS01 Music Industry Training Package
CUSGEN04B Participate in negotiations	
CUSGEN05B Make presentations	
Information and Computer Technology	
BSBADM304A Design and develop text documents	Units imported from BSB01 Business Services Training Package
BSBADM305A Create and use databases	
BSBADM306A Create electronic presentations	
BSBADM403A Develop and use complex databases	

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Summary of Changes	
BSBADM404A Develop and use complex spreadsheets	
BSBCMN108A Develop keyboard skills	
BSBCMN205A Use business technology	
BSBCMN213A Produce simple wordprocessed documents	
BSBCMN214A Create and use simple spreadsheets	
BSBCMN306A Produce business documents	
BSBCMN406A Maintain business technology	
ICAB4169B Use development software and IT tools to build a basic website	Units imported from ICA05 Information and Communications Technology Training Package
ICAU2006B Operate computing packages	
ICAU3126B Use advanced features of computer applications	
Marketing	
CUEMAR01C Assist with marketing	Units imported from CUE03 Entertainment Training Package Replace old units with specific museum or library codes which dealt with marketing skills, eg: CULMS403A Contribute to the institution's marketing CULMS507A Promote the institution CULLB710A Market the library and library services
CUEMAR02C Undertake market research	
CUEMAR03C Undertake marketing activities	
CUVADM08B Develop and manage public relations strategies	Unit imported from CUV03 Visual Arts, Craft and Design Training Package

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Summary of Changes	
THHGLE12B Develop and manage marketing strategies	Unit imported from THH02 Hospitality Training Package
THTSMA01B Coordinate the production of brochures and marketing materials	Unit imported from THT02 Tourism Training Package
Multimedia	
CULLB307C Use multimedia	Updates: CULLB307A Use multimedia equipment Unit now has broader focus
CUFMEM02A Author a multimedia product	Units imported from CUF01 Film TV Radio and Multimedia Industry Training Package
CUFMEM03A Integrate and use scripting language in authoring a multimedia product	
CUFMEM12A Update web pages	
CUFMEM13A Incorporate, design and edit digital video	
ICPMM296B Create and test a CD-ROM/DVD	Units imported from ICP05 Printing and Graphic Arts Training Package
ICPMM321B Capture a digital image	
ICPMM322B Edit a digital image	
ICPMM344B Manipulate and incorporate audio into multimedia presentations	
ICPMM346B Incorporate video into multimedia presentations	
Recordkeeping	
BSBRKG301A Control records	Units imported from BSB01 Business Services Training Packag
BSBRKG302A Undertake disposal	
BSBRKG303A Retrieve information from records	

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Summary of Changes	
BSBRKG304A Maintain business records	
BSBRKG401A Review the status of a record	
BSBRKG402A Provide information from and about records	
BSBRKG403A Set up a business or records system for a small office	
BSBRKG501A Determine business or records system specifications	
BSBRKG502A Manage and monitor business or records systems	
BSBRKG503A Develop and maintain a classification scheme	
BSBRKG504A Develop terminology for activities and records	
BSBRKG505A Document or reconstruct a business or records system	
Research and Innovation	
CUSRAD01A Collect and organise information	Units imported from CUS01 Music Training Package Replace old units with specific museum or library codes which dealt with generic skills, eg: CULLB514A Provide assistance for research and projects CULLB702A Collect, analyse and evaluate information CULMS617A Undertake research
CUSRAD02A Conduct research	
CUVICS01B Contribute to workplace improvements	Innovation units developed as part of the 'Innovation Ideas That Work' project
CUVICS02B Share ideas in the workplace	

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Summary of Changes	
CUVICS03B Develop innovative ideas at work	
CUVICS04B Originate and develop a concept	
CUVICS05B Lead a team to foster innovation	
CUVICS06B Create an innovative work environment	
CUVICS07B Set up systems that support innovation	
Retail Sales	
WRRCS2B Apply point of sale handling procedures	Units imported from WRR02 Retail Training Package Expand retail focus and replace unit with specific museum or library code which dealt with retail skills: CULMS209A Provide and sell products and services to visitors
WRRLP2B Minimise theft	
WRRM1B Merchandise products	
WRRS1B Sell products and services	
WRRS2B Advise on products and services	
Small Business	
BSBSBM301A Research business opportunities	Units imported from BSB01 Business Services Training Package
BSBSBM401A Establish business and legal requirements	
BSBSBM402A Undertake financial planning	
BSBSBM403A Promote the business	
BSBSBM404A Undertake business planning	
BSBSBM405A Monitor and manage business operations	

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Summary of Changes	
BSBSBM406A Manage finances	
BSBSBM407A Manage a small team	
Training and Assessment	
TAAASS301B Contribute to assessment	Units imported from TAA04 Training and Assessment Training Package Replace old units with specific museum or library codes which dealt with training: CULLB502A Deliver information literacy programs for clients CULLB703A Facilitate client learning
TAAASS401B Plan and organise assessment	
TAAASS402B Assess competence	
TAADEL301B Provide training through instruction and demonstration of work skills	
TAADEL401B Plan and organise group based delivery	
TAADEL402B Facilitate group based learning	
TAADEL403B Facilitate individual learning	
TAADEL404B Facilitate work-based learning	

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CUL20104 Certificate II in Library_Information Services

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL20104 Certificate II in Library/Information Services

The following table contains a summary of the Employability Skills required for an individual who performs a range of mainly routine tasks and who works under direct supervision/pathway qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• passing on key safety information to colleagues • providing information to customers
Teamwork	• checking safety procedures with other team members • sharing information with colleagues • working with others in a loans section of a library
Problem Solving	• dealing with complaints • identifying and reporting problems with stock • identifying safety issues and reporting them to appropriate person

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Employability Skill	**Industry requirements for this qualification include**:
Initiative and Enterprise	• adapting to new systems and technology
Planning and Organising	• monitoring resources and setting priorities for stock orders • organising work tasks to ensure safety
Self-management	• following standard workplace procedures, particularly in relation to OHS • maintaining personal safety standards • taking responsibility within job role
Learning	• keeping up-to-date with industry developments • participating in professional development activities
Technology	• using databases and electronic information systems

Packaging Rules

Core Units
Complete 7 core units: CULLB001B Develop and apply knowledge of the library/information services industry CULLB203C Develop and use information literacy skills CULLB205C Process and maintain information resources CULLB206C Assist with circulation services BSBCMN205A Use business technology CUECOR03B Provide quality service to customers CUFSAF01B Follow health, safety and security procedures
Elective Units
Complete 1 other unit from any relevant endorsed Training Package Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate II. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate II in Library/Information Services

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This qualification is designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision. It is a flexible entry-level qualification, which can be customised to meet a broad range of industry needs. In many contexts this qualification provides a pathway to higher level qualifications. It is also suitable for VET in Schools delivery.

An example of appropriate elective units in this qualification follows:

CULLB004B Process information resource orders

CULMS207C Assist with the presentation of public activities and events

CUSGEN02B Work in a culturally diverse environment

THHGCS01B Develop and update local knowledge.

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CUL20204 Certificate II in Museum Practice

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL20204 Certificate II in Museum Practice

The following table contains a summary of the Employability Skills required for an individual who performs a range of mainly routine tasks and who works under direct supervision. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• completing documentation on collection condition • discussing museum trends with colleagues • passing on key safety information to colleagues • seeking feedback on services from museum visitors
Teamwork	• checking safety procedures with other team members • sharing information with colleagues • working with others to set up an event or activity
Problem Solving	• considering how current industry information could be used to improve work practices

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Employability Skill	**Industry requirements for this qualification include**:
	• identifying and reporting equipment malfunction and safety issues • referring enquiries or problems to the appropriate person
Initiative and Enterprise	• responding appropriately to an unusual customer request
Planning and Organising	• checking condition of collection at regular intervals • organising access for visitors who have a disability • organising work tasks to ensure safety • reviewing sources of information on the museum industry • setting up equipment in a logical order
Self-management	• following workplace procedures, particularly in relation to OHS • maintaining personal safety standards • operating effectively within scope of individual responsibility
Learning	• identifying and using professional development opportunities
Technology	• operating lighting or temperature control systems in a museum

Packaging Rules

Core Units
Complete 4 core units: CULMS201C Develop and apply knowledge of the museum industry CULMS205C Observe and report basic condition of collection CUECOR02C Work with others CUFSAF01B Follow health, safety and security procedures
Elective Units
Complete 3 other units with at least one from the CUL04 Museum and Library/Information Services Training Package. **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian

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Core Units
Qualifications Framework Descriptor for a Certificate II. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate II in Museum Practice

This qualification is designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision. It is a flexible entry-level qualification, which can be customised to meet a broad range of industry needs.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. An example of appropriate units for a particular job at this level follows.

Customer Service Officer

CULMS202C Provide visitors with venue information and assistance

CULMS207C Assist with the presentation of public activities and events

CUECOR03B Provide quality service to customers

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CUL30104 Certificate III in Library_Information Services

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL30104 Certificate III in Library/Information Services

The following table contains a summary of the Employability Skills required for a library assistant. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• interpreting and completing workplace documentation • passing on key safety information to colleagues • responding to customer enquiries and providing advice and assistance
Teamwork	• checking safety procedures with other team members • working with others in a library or information service environment
Problem Solving	• dealing with non-availability of resources • handling unusual information requests • identifying and correcting minor faults with

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Employability Skill	**Industry requirements for this qualification include**:
	multimedia equipment • identifying safety issues and reporting them to appropriate person • resolving complaints and referring complaints on to the appropriate person if necessary
Initiative and Enterprise	• responding creatively to customer enquiries and/or complaints
Planning and Organising	• ensuring that resources are correctly placed on shelves • gathering information on multimedia options to inform decisions about purchasing equipment • monitoring resources • organising work tasks to ensure safety • processing information resource orders • prioritising arrangement of new resources • working out the most appropriate way to deal with a dispute or complaint
Self-management	• following workplace procedures, particularly in relation to OHS • maintaining personal safety standards • taking responsibility within limits of job role
Learning	• keeping up-to-date with industry developments • showing customers how to use information services e.g. electronic catalogues
Technology	• using electronic information management and cataloguing tools • using multimedia equipment/programs • using the internet for research

Packaging Rules

Core Units
Complete 9 core units: CULLB001B Develop and apply knowledge of the library/information services industry CULLB203C Develop and use information literacy skills CULLB205C Process and maintain information resources

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Core Units
CULLB206C Assist with circulation services CULLB302C Use cataloguing tools CULLB307C Use multimedia BSBCMN205A Use business technology CUECOR03B Provide quality service to customers CUFSAF01B Follow health, safety and security procedures
Elective Units
Complete 3 other units with at least 1 from one or more of the following areas of the CUL04 Museum and Library/Information Services Training Package: • Information Organisation and Management • Library Customer Service • Public Programs • Information and Computer Technology • Multimedia **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate III in Library/Information Services

This qualification is designed to reflect the role of individuals who work in libraries/ information services and who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations. Individuals may specialise in one area, such as customer service or be multi-skilled.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. An example of appropriate units for a particular job at this level follows.

Library Assistant

CULLB004B Process information resource orders

CULLB401C Assist customers to access information

CUECOR04B Deal with conflict and resolve complaints

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CUL30204 Certificate III in Museum Practice

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL30204 Certificate III in Museum Practice

The following table contains a summary of the Employability Skills required for a museum assistant with some collection focus. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• completing documentation on collection condition • discussing museum trends with colleagues • presenting information sessions to customers/visitors • seeking feedback on services from museum visitors
Teamwork	• sharing information with colleagues • showing sensitivity to cultural and social differences when communicating with others • working with others on routine collection monitoring and maintenance

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Employability Skill	**Industry requirements for this qualification include**:
Problem Solving	• considering how current industry information could be used to improve work practices • responding to complaints • responding to equipment failures
Initiative and Enterprise	• presenting information to the public in an entertaining and informative way • responding effectively to a range of customer service situations
Planning and Organising	• checking condition of collection at regular intervals • maintaining collection records • planning the sequence and methods for delivering an information session • reviewing sources of information on the museum industry
Self-management	• following workplace procedures including OHS • maintaining personal presentation standards • operating effectively within scope of individual responsibility
Learning	• delivering information sessions to visitors and obtaining feedback on the sessions • identifying and using professional development opportunities
Technology	• operating lighting or temperature control systems in a museum • using audiovisual aids • using database applications • using the internet for research

Packaging Rules

Core Units
Complete 4 core units: CULMS201C Develop and apply knowledge of the museum industry CULMS205C Observe and report basic condition of collection CUECOR02C Work with others CUFSAF01B Follow health, safety and security procedures

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Core Units
Elective Units
Complete 6 other units with at least 3 from one or more of the following areas of the CUL04 Museum and Library/Information Services Training Package: • Collection Management • Public Programs • Education and Visitor Services • Aboriginal or Torres Strait Islander Museum Practice **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate III in Museum Practice

This qualification is designed to reflect the role of individuals who work in museums and who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations. Individuals may specialise in one area (such as customer service) or be multi-skilled.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. Examples of appropriate units for particular jobs at this level follow.

Visitor Liaison Officer

CUECOR03B Provide quality service to customers

CULMS406C Deliver information, activities and events

THTFAT03B Provide a site briefing or scripted commentary

THTFTG07B Research and share general information on Australian indigenous culture

WRRCS2B Apply point of sale handling procedures

WRRS1B Sell products and services

Museum Assistant (**with some collection focus**)

CULMS003B Move/store cultural material

CULMS207C Assist with the presentation of public activities and events

CULMS411C Prepare display accommodation for cultural material

CULMS412C Record and maintain collection information

BSBADM305A Create and use databases

THTFAT03B Provide a site briefing or scripted commentary

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Installation Assistant

CULMS003B Move/store cultural material

CULMS407C Install and dismantle exhibition elements

CULMS411C Prepare display accommodation for cultural material

CUVCRS03B Produce computer-aided drawings (CADD)

BCGCA2002B Use carpentry tools and equipment

MEM18.2B Use power tools/hand held operations

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CUL40104 Certificate IV in Library_Information Services

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL40104 Certificate IV in Library/Information Services

The following table contains a summary of the Employability Skills required for a library assistant who may provide leadership and guidance to others. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• creating catalogue descriptions • delivering information sessions • interpreting and completing workplace documentation • responding to customer enquiries • using industry and information networks
Teamwork	• working collaboratively as a team member in a library/information service environment, including leading a team

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Problem Solving	• adjusting search mechanisms • determining approach to conflicting information • identifying and resolving cataloguing problems
Initiative and Enterprise	• finding solutions to unusual information requests from customers
Planning and Organising	• analysing complex information for relevance to customer needs • prioritising cataloguing tasks
Self-management	• acting responsibly within job role • following workplace procedures including OHS • organising one's own time effectively
Learning	• conducting training • presenting information to others; providing OHS information to work team • taking responsibility for improving own work-related skills
Technology	• developing and using databases • updating web pages • using search engines and automated systems

Packaging Rules

Core Units
Complete 10 core units: CULLB001B Develop and apply knowledge of the library/information services industry CULLB002B Obtain information from external and networked sources to meet customer needs CULLB005B Search databases CULLB302C Use cataloguing tools CULLB401C Assist customers to access information CULLB412C Undertake cataloguing activities CULLB602C Use, evaluate and extend own information literacy skills BSBFLM412A Promote team effectiveness CUEOHS01C Implement workplace health, safety and security procedures ICAU2006B Operate computing packages

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Core Units
Elective Units
Complete 6 other units with at least 3 from one or more of the following areas of the CUL04 Museum and Library/Information Services Training Package: • Information Organisation and Management • Library Customer Service • Public Programs • Preventive Conservation • Multimedia • Information and Computer Technology • Recordkeeping **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate IV. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate IV in Library/Information Services

This qualification is designed to reflect the role of individuals who apply a broad range of skills, including evaluation and planning, and who may provide leadership and guidance to others, with some responsibility for group outcomes.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. An example of appropriate units for a particular job at this level follows.

Library Assistant

CULLB003B Research and analyse information to meet customer needs

CULMS406C Deliver information, activities and events

BSBADM403A Develop and use complex databases

BSBCMN406A Maintain business technology

CUFMEM12A Update web pages

TAADEL301B Provide training through instruction and demonstrated work skills

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CUL40204 Certificate IV in Museum Practice

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL40204 Certificate IV in Museum Practice

The following table contains a summary of the Employability Skills required for a co-ordinator of a small museum/gallery, team leader (installation or visitor services), curatorial assistant or collections management assistant. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• communicating effectively with people from a range of cultural backgrounds • completing workplace documentation • developing and maintaining industry networks • developing exhibition concepts that meet audience needs • writing descriptions of cultural items in a collection
Teamwork	• collaborating with stakeholders on planning

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Employability Skill	Industry requirements for this qualification include:
	exhibitions • consulting with curators about condition of cultural material • leading work teams
Problem Solving	• adapting a storage area to improve the environment, within resource limitations • dealing with situations that arise from communication breakdowns • resolving cultural issues surrounding a particular cultural item • responding to a situation where object is damaged during transportation
Initiative and Enterprise	• creating structures to support unusual shapes or fragile or heavy items • developing creative and engaging concepts for exhibitions
Planning and Organising	• assessing display requirements • undertaking research and analysing data to support development of concepts for exhibitions or for presenting critiques of cultural works • undertaking tasks in a logical sequence
Self-management	• assessing the condition of cultural material within the scope of own expertise • following workplace procedures • managing own time effectively
Learning	• extending one's own knowledge through work-related research • providing OHS information to work team
Technology	• using a computerised recording system • using power tools • using the internet for research • using tools and equipment to monitor condition of exhibition items

Packaging Rules

Core Units

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Core Units
Complete 4 core units: CULMS009B Implement preventive conservation activities CULMS201C Develop and apply knowledge of the museum industry BSBFLM412A Promote team effectiveness CUEOHS01C Implement workplace health, safety and security procedures
Elective Units
Complete 9 other units with at least 5 from one or more of the following areas of the CUL04 Museum and Library/Information Services Training Package: • Collection Management • Preventive Conservation • Public Programs • Education and Visitor Services • Exhibition Development and Management • Aboriginal or Torres Strait Islander Museum Practice • Arts Administration and Management • Facility Management • Marketing • Multimedia **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate IV. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate IV in Museum Practice

This qualification is designed to reflect the role of individuals who apply a broad range of skills, including evaluation and planning, and who may provide leadership and guidance to others, with some responsibility for group outcomes.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. Examples of appropriate units for particular jobs at this level follow.

Co-ordinator of Small Museum/Gallery

CULMS003B Move/store cultural material

CULMS007B Design and develop interpretive displays

CULMS011B Develop a disaster preparedness plan

CULMS406C Deliver information, activities and events

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CULMS411C Prepare display accommodation for cultural material

CULMS412C Record and maintain collection information

CULMS610C Research, describe and document cultural material

CUEFIN02C Manage a budget

SRXHRM001B Manage volunteers (pre-requisite leadership skills required. See note in unit)

Team Leader (**Installation**)

CULMS003B Move/store cultural material

CULMS407C Install and dismantle exhibition elements

CULMS411C Prepare display accommodation for cultural material

CULMS504C Organise and monitor exhibition installation/dismantling

BCGCA2002B Use carpentry tools and equipment

CUEIND03B Integrate accessibility principles into work practices

CUVCRS03B Produce computer-aided drawings (CADD)

MEM18.2B Use power tools/hand held operations

THTFME03A Develop and update event industry knowledge

Team Leader (**Visitor Services**)

CULMS202C Provide visitors with venue information and assistance

CULMS406C Deliver information, activities and events

CULMS506C Plan and develop activities, events and programs

CUECOR03B Provide quality service to customers

CUECOR04B Deal with conflict and resolve complaints

TAADEL404B Facilitate work-based learning

THTFTG07B Research and share general information on Australian Indigenous culture

THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)

THTTCO01B Develop and update tourism industry knowledge

Curatorial Assistant

CULMS003B Move/store cultural material

CULMS411C Prepare display accommodation for cultural material

CULMS412C Record and maintain collection information

CULMS610C Research, describe and document cultural material

CULMS005B Research and generate ideas for exhibition concepts

CUSGEN02B Work in a culturally diverse environment

CUVADM13B Research and critique cultural work(s)

CUVADM12B Work with arts professionals in an arts organisation

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THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)

Collections Management Assistant

CULMS003B Move and store cultural material

CULMS205C Observe and report basic condition of collection

CULMS411C Prepare display accommodation for cultural material

CULMS412C Record and maintain collection information

CULMS502C Acquire/dispose of cultural material

CULMS605C Develop and implement procedures for the movement and storage of cultural material

CUSGEN02B Work in a culturally diverse environment

BSBADM305A Create and use databases

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CUL50104 Diploma of Library_Information Services

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL50104 Diploma of Library/Information Services

The following table contains a summary of the Employability Skills required for a librarian technician (with IT focus), public library technician, corporate library technician and school library technician. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• communicating and negotiating with senior management about potential change requirements • interpreting needs of customers • developing and maintaining industry and community networks • writing classification entries
Teamwork	• consulting with colleagues on potential service enhancements • working with others to enhance cataloguing practices

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Employability Skill	**Industry requirements for this qualification include**:
Problem Solving	• suggesting solutions to address shortcomings in cataloguing practices
Initiative and Enterprise	• developing an approach to conflicting workplace demands • filling an unusual information request • generating options to address workplace issues
Planning and Organising	• analysing content and format of material • assessing the costs and benefits of a new system or service • determining cataloguing priorities
Self-management	• following workplace procedures and codes of practice • projecting a professional image when representing the organisation to the community • taking responsibility in line with job role
Learning	• coaching colleagues in ways of accepting diversity in relation to colleagues and customers • conducting workplace training • identifying training needs in relation to diversity issues • keeping up-to-date with industry developments and practices • mentoring colleagues • using online help to improve own knowledge and skills
Technology	• investigating user-friendliness of technological formats • using cataloguing tools and automated systems • using the internet for research

Packaging Rules

Core Units
Complete 10 core units: CULLB002B Obtain information from external and networked sources to meet customer needs CULLB003B Research and analyse information to meet customer needs

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Core Units
CULLB412C Undertake cataloguing activities CULLB506C Catalogue and classify material CULLB508C Monitor and enhance information access CULLB509C Select and acquire information materials CULLB602C Use, evaluate and extend own information literacy skills BSBFLM503B Manage effective workplace relationships CUEOHS01C Implement workplace health, safety and security procedures TAADEL301B Provide training through instruction and demonstrated work skills
Elective Units
Complete 8 other units with at least 3 from one or more of the following areas of the CUL04 Museum and Library/Information Services Training Package: • Library Practice • Information Organisation and Management • Library Customer Service • Preventive Conservation • Public Programs • Multimedia • Information and Computer Technology • Recordkeeping **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Diploma. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Diploma of Library/Information Services

This qualification is designed to reflect the role of individuals, who use a range of specialised, technical or managerial competencies to plan, carry out and evaluate the work of self and/or team.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. Examples of appropriate units for particular jobs at this level follow.

Library Technician (with IT focus)

CULLB001B Develop and apply knowledge of the library/information services industry

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BSBADM403A Develop and use complex databases

CUFIMA01A Produce and manipulate digital images

CUFMEM12A Update web pages

CUSADM03A Manage a project

CUVADM05B Plan and develop information management systems

ICAB4169B Use development software and IT tools to build a basic website

Public Library Technician

CULLB510C Develop and maintain community/stakeholder relationships

CULMS406C Deliver information, activities and events

CUEIND03B Integrate accessibility principles into work practices

CUETEM09B Manage diversity

CUFMEM12A Update web pages

ICAU3126B Use advanced features of computer applications

ICAB4169B Use development software and IT tools to build a basic website

PSPETHC501B Promote the values and ethos of public service

SRXHRM001B Manage volunteers (pre-requisite leadership skills required. See note in unit)

Corporate Library Technician

BSBADM306A Create electronic presentations

BSBADM403A Develop and use complex databases

BSBRKG501A Determine business or records system specifications

BSBRKG502A Manage and monitor business or records systems

BSBRKG503A Develop and maintain a classification scheme

CUFMEM12A Update web pages

ICAB4169B Use development software and IT tools to build a basic website

ICAU3126B Use advanced features of computer applications

School Library Technician

CULMS406C Deliver information, activities and events

BSBADM306A Create electronic presentations

CHCCHILD2C Support the rights and safety of children within duty of care requirements

CUEFIN02C Manage a budget

CUEFIN03C Obtain sponsorship

CUEIND03B Integrate accessibility principles into work practices

CUVICS03B Develop innovative ideas at work

THHGHS03B Provide first aid

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CUL50204 Diploma of Museum Practice

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL50204 Diploma of Museum Practice

The following table contains a summary of the Employability Skills required for a manager of a small museum/gallery. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• negotiating, for example, with owners of cultural material, or with organisations about lending and/or borrowing cultural items • writing descriptions of cultural material • writing workplace policy and procedural documents
Teamwork	• consulting and collaborating with stakeholders and team members over work-related issues • managing a team
Problem Solving	• consulting on and adjusting operational procedures to minimise risk

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Employability Skill	**Industry requirements for this qualification include**:
	• developing approaches to shortcomings in record keeping systems
Initiative and Enterprise	• developing cost effective procedures to meet limited budgets • tailoring lending/borrowing conditions to suit different situations/clients
Planning and Organising	• assessing risk factors, and organising disaster response and recovery procedures • developing and managing budgets, operational plans and marketing strategies • establishing, monitoring and evaluating OHS systems and procedures • organising lending/borrowing procedures • organising the process for acquiring and disposing of collection items
Self-management	• assessing the condition of cultural material within the scope of own expertise • developing policies and strategies that reflect the workplace vision and mission • following workplace procedures • managing own time effectively • projecting a professional image when representing the organisation to the community
Learning	• monitoring skill development needs • providing workplace training such as OHS • taking responsibility for keeping one's own industry knowledge up-to-date
Technology	• taking account of emerging technologies in the planning process • using electronic communication methods • using the internet for research

Packaging Rules

Core Units
Complete 7 core units: CULLB510C Develop and maintain community/stakeholder relationships

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Core Units
CULMS009B Implement preventive conservation activities CULMS201C Develop and apply knowledge of the museum industry BSBFLM503B Manage effective workplace relationships CUEFIN02C Manage a budget CUEOHS02C Establish and maintain a safe and secure workplace THHGLE22A Manage risk
Elective Units
Complete 10 other units with at least 7 from one or more of the following areas of the CUL04 Museum and Library/Information Services Training Package: • Collection Management • Public Programs • Preventive Conservation • Education and Visitor Services • Exhibition Development and Management • Aboriginal or Torres Strait Islander Museum Practice • Arts Administration and Management • Event Management • Facility Management • Marketing • Multimedia **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Diploma. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Diploma of Museum Practice

This qualification is designed to reflect the role of individuals who use a range of specialised, technical or managerial competencies to plan, carry out and evaluate the work of self and/or team.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. An example of appropriate units for a particular job at this level follows.

Manager of Small Museum/Gallery

CULMS011B Develop a disaster preparedness plan

CULMS502C Acquire/dispose of cultural material

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CULMS506C Plan and develop activities, events and programs

CULMS605C Develop and implement procedures for the movement and storage of cultural material

CULMS609C Develop policies and strategies

CULMS610C Research, describe and document cultural material

CULMS611C Lend/borrow cultural material

CUEFIN01C Develop a budget

CUSADM06A Develop and implement an operational plan

THHGLE12B Develop and manage marketing strategies

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CUL60104 Advanced Diploma of Library_Information Services

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

Advanced Diploma of Library/Information Services

The following table contains a summary of the Employability Skills required for a supervising library technician. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• communicating policy options to colleagues • developing and maintaining industry and community networks • negotiating • writing routine and complex information descriptors
Teamwork	• consulting with colleagues on policy development, system improvements and operational issues • leading a team • showing sensitivity to cultural and social differences when communicating with others

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Problem Solving	• adjusting information descriptors to meet specific customer needs • assessing and managing risk factors • resolving conflict • taking the workplace context into account when assessing needs and implementing systems or changes
Initiative and Enterprise	• creating an innovative work environment • developing activities that engage and inform an audience and/or visitors • managing change
Planning and Organising	• contributing to policy development and resource allocation • developing and implementing operational plans • developing and managing budgets • planning and developing activities, events and programs • planning and developing information management systems • planning the analysis and description process for a major collection
Self-management	• adhering to workplace practices and procedures • applying the workplace vision and mission • demonstrating leadership qualities • taking responsibility within limits of job role
Learning	• assessing staff training needs • coaching colleagues in ways of accepting diversity in relation to colleagues and customers • developing information activities for visitors • identifying training needs in relation to diversity issues • providing formal and informal professional development activities
Technology	• evaluating technological developments • using automated systems • using the internet for research

Packaging Rules

Core Units

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Core Units
Complete 13 core units: CULLB001B Develop and apply knowledge of the library/information services industry CULLB003B Research and analyse information to meet customer needs CULLB505C Analyse and describe information materials CULLB506C Catalogue and classify material CULLB508C Monitor and enhance information access CULLB510C Develop and maintain community/stakeholder relationships CULLB701C Analyse and describe specialist/complex material CULLB708C Manage information access CULMS506C Plan and develop activities, events and programs BSBFLM503B Manage effective workplace relationships CUEOHS01C Implement workplace health, safety and security procedures CUEFIN02C Manage a budget CUVADM05B Plan and develop information management systems
Elective Units
Complete 8 other units with at least 4 from one or more of the following areas of the Museum and Library/Information Services Training Package: • Information Organisation and Management • Library Customer Service • Preventive Conservation • Multimedia • Information and Computer Technology • Recordkeeping • Business Administration and Management • Finance • Human Resources **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for an Advanced Diploma. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

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Notes on Advanced Diploma of Library/Information Services

This qualification is designed to reflect the role of individuals who analyse, diagnose, design and execute judgements across a broad range of technical or management functions and who have a wide range of specialised technical, creative or conceptual skills. They are also responsible for group outcomes.

This qualification is considered highly appropriate as a skills recognition tool. Higher education qualifications, such as Bachelor Degrees, are also available in this area.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. An example of appropriate units for a particular job at this level follows.

Supervising Library Technician

BSBMGT612A Plan and implement a knowledge management system

CUEFIN01C Develop a budget

CUETEM09B Manage diversity

CUSADM06A Develop and implement an operational plan

CUSADM09A Address legal and administrative requirements

CUVICS06B Create an innovative work environment

SRXHRM001B Manage volunteers (pre-requisite leadership skills required. See note in unit)

THHGLE22A Manage risk

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CUL60204 Advanced Diploma of Museum Practice

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary

CUL60204 Advanced Diploma of Museum Practice

The following table contains a summary of the Employability Skills required for a director of a cultural centre. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• communicating workplace information to others • developing and implementing a communications strategy • networking with industry and community • writing a public relations plan and communicating appropriately with colleagues, stakeholders and the media
Teamwork	• collaborating with and managing team members • running consultation sessions with key stakeholders

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Employability Skill	**Industry requirements for this qualification include**:
Problem Solving	• developing a strategy to overcome a negative public reaction to a particular event • developing approaches to take account of conflicting views • identifying and addressing copyright requirements • resolving problems resulting from faulty equipment
Initiative and Enterprise	• developing innovative and creative concepts for exhibitions or events • tailoring lending/borrowing conditions to suit different situations/clients • using alternative maintenance methods to achieve cost effectiveness
Planning and Organising	• assessing facility maintenance needs and contributing to the development of maintenance programs • developing and managing budgets, strategic and operational plans, marketing and public relations strategies • establishing, monitoring and evaluating OHS systems and procedures • establishing operational phases for concept realisation • managing projects • organising lending/borrowing procedures • organising the process for acquiring and disposing of collection items
Self-management	• developing and implementing policies and strategies that reflect the workplace vision and mission • following workplace procedures • managing own time effectively
Learning	• coaching colleagues in ways of accepting diversity in relation to colleagues and customers • identifying training needs in relation to diversity issues • monitoring skill development needs • providing workplace training such as OHS • seeking expert advice when required such as on copyright issues, equipment repair • taking responsibility for keeping one's own industry knowledge up-to-date
Technology	• determining technical feasibility of proposals • maintaining equipment • using electronic communication systems

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Employability Skill	Industry requirements for this qualification include:
	• using the internet for research

Packaging Rules

Core Units
Complete 10 core units: CULLB510C Develop and maintain community/stakeholder relationships CULMS201C Develop and apply knowledge of the museum industry BSBFLM503B Manage effective workplace relationships CUEFIN01C Develop a budget CUEFIN02C Manage a budget CUEOHS02C Establish and maintain a safe and secure workplace CUSADM06A Develop and implement an operational plan CUSADM09A Address legal and administrative requirements CUVCON06B Develop concepts for arts organisations or projects THHGLE22A Manage risk
Elective Units
Complete 12 other units with at least 7 from one or more of the following areas of the CUL04 Museum and Library/Information Services Training Package: • Collection Management • Public Programs • Preventive Conservation • Education and Visitor Services • Exhibition Development and Management • Aboriginal or Torres Strait Islander Museum Practice • Arts Administration and Management • Event Management • Facility Management • Marketing • Multimedia **Remaining units may be selected from any relevant endorsed Training Package**. Appendix A provides guidance on suitable packaging levels for all Units of Competency. The total package of units must meet the requirements of the Australian

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Core Units
Qualifications Framework Descriptor for an Advanced Diploma. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Advanced Diploma of Museum Practice

This qualification is designed to reflect the role of individuals who analyse, diagnose, design and execute judgements across a broad range of technical or management functions and who have a wide range of specialised technical, creative or conceptual skills. They are also responsible for group outcomes.

Higher education qualifications, such as Bachelor Degrees, are also available in this area.

The workplace context for this qualification will vary, and this context must guide the selection of elective units. An example of appropriate units for a particular job at this level follows.

Director of a Cultural Centre

CULMS502C Acquire/dispose of cultural material

CULMS605C Develop and implement procedures for the movement and storage of cultural material

CULMS609C Develop policies and strategies

CULMS611C Lend/borrow cultural material

CUETEM09B Manage diversity

CUSADM04A Manage a major project

CUSADM05A Develop and implement a business/strategic plan

CUSADM06A Develop and implement an operational plan

CUSADM08A Address copyright requirements

CUVADM08B Develop and manage public relations strategies

THHGLE12B Develop and manage marketing strategies

THTSMA01B Coordinate the production of brochures and marketing materials

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CULLB001B Develop and apply knowledge of the library_information services industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply a basic knowledge of the library/information services industry. As such, the unit underpins performance across all areas of work.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any type of information services organisation who need to source, develop and apply current and emerging information about the industry.

The unit is most relevant to individuals working in support roles as more specialised and advanced library practice and management skills are covered in other units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source and apply industry information	1.1 Identify and use relevant sources to acquire ***basic information about the library/information servicesindustry***
	1.2 Use industry knowledge appropriately to enhance the quality of work outcomes
2 Source and apply information on industry employment obligations and opportunities	2.1 Identify and use relevant sources to acquire information about ***employment obligationsand opportunities*** in the library/information services industry
	2.2 Use knowledge of industry employment obligations and opportunities appropriately within day-to-day work activities
3 Seek opportunities to update industry	3.1 Identify and use a range of ***information sources and opportunities to update knowledge*** of the

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ELEMENT	PERFORMANCE CRITERIA
knowledge	library/information services industry
	3.2 Monitor ***current key issues affecting the industry***, using appropriate industry channels
	3.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- research skills to source information on general industry issues within a defined range
- literacy skills to interpret a wide variety of information sources.

Required knowledge

- sources of information on the library/information services industry
- industry structure, including different operating structures both public and private
- historical development of libraries and other information services providers and their role within the community, including the role of libraries as lifelong learning organisations
- overview of the philosophies of libraries
- overview of the history of books
- overview of legislation that impacts on the industry, including privacy, child protection, copyright
- key work areas within libraries/information services
- nature, role and functions of relevant unions and employer bodies
- major industry organisations and professional associations
- employee and employer obligations.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge of the library/information services industry and ways to maintain currency of knowledge
- understanding of the ways in which industry knowledge can be applied to work activities to enhance work outcomes
- application of industry information to specific contexts and work activities.

Context of and specific resources for assessment

Assessment must ensure:

- access to current sources of industry information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of candidate's response to different scenarios showing ability to apply knowledge to different industry contexts and situations
- oral or written questioning to assess knowledge of different aspects of the library/information services industry.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

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.

Basic information about the ***library/information services*** industry should include:	• historical perspective on libraries • scope and nature of library/information services within the community • different operations structures for information services organisations • key contacts and industry networks • relationship of library/information services industry to other industries and cultural policy development • products and services typically provided by library/information services providers • legislation that impacts on the industry
Library/information services within the community may include:	• libraries (public, private, corporate, school, university etc.) • museums, galleries and archives • record management units • government departments, agencies or shopfronts • business and financial information units • information units within a parent organisation • community advisory organisations or bureaus
Other industries with which the library/information services industry has a relationship may include:	• community recreation • community development • local government • tourism • hospitality • retail
Employment obligations and opportunities in the	• career opportunities • basic rights and responsibilities of the employer

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RANGE STATEMENT

library/information services industry may relate to:	and employee • employment conditions • award provisions • enterprise bargaining agreements • job descriptions
Information sources and opportunities to update industry knowledge may include:	• industry associations and organisations • industry journals • media • internet • reference manuals • events e.g. conferences, seminars, trade fairs • training programs • community activities • social events • professional associations • unions and employer bodies
Current key issues affecting the industry may relate to:	• government initiatives • funding policies • changing nature of the customer • trends in library/information services practice • impact of new technologies

Unit Sector(s)

Not applicable.

Competency field

Competency field Library Practice

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CULLB002B Obtain information from external and networked sources to meet customer needs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to source and obtain information from external and networked sources to meet customer needs.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in a frontline information services role in any industry sector. This may include public, corporate or institutional libraries, record management units, government departments or community advisory organisations. Work relates to information requests which cannot be satisfied from sources within the organisation and requires a good knowledge of other external sources. Work is undertaken within established guidelines under general supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish and confirm customer information request/need	1.1 Interview ***customers*** to determine and confirm details of the information need
	1.2 Discuss options for satisfying the request with the customer including, where relevant, cost and timeframes for delivery
	1.3 Where appropriate, keep customers informed of progress of delivery and, if necessary, recommend alternative options to fulfil the information need
2 Determine details of required information resources	2.1 Determine accurate ***bibliographic and other relevant details*** of the required information sufficient to locate resources
	2.2 Keep customers informed of progress or provide accurate advice on alternative document delivery options
	2.3 Identify and agree delivery requirements taking into

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ELEMENT	PERFORMANCE CRITERIA
	account customer needs
	2.4 Identify any other customer requirements in relation to required information and take appropriate action
3 Search external and networked sources	3.1 Complete ***information search*** based on knowledge of appropriate external and networked sources, including those used for commonly requested material
	3.2 Develop, maintain and access professional/business networks and links with other information sources to facilitate location of required information/material
	3.3 Identify and implement appropriate, logical and reasonable search strategies to locate ***unusual or difficult to locate information***
4 Obtain and return information	4.1 Make accurate and complete requests to ***external sources*** in accordance with organisational standards and procedures
	4.2 Monitor requests to external sources and take follow-up action as required
	4.3 Check information/material received from external sources for its relevance to customer needs and for its condition, and take appropriate follow-up action
	4.4 Take action to recall material, where required, and return it to provider, in the required condition, in accordance with established procedures or prior arrangements
	4.5 Inform provider of any difficulties in relation to return of material and take appropriate action

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Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- planning and organisational skills to coordinate processes for potentially difficult to access information in a timely manner
- technology skills to use current information services industry technology
- literacy skills to conduct a wide range of information searches from multiple sources and in a variety of formats.

Required knowledge

- information sources, both standard e.g. other libraries and non-standard e.g. government agencies
- bibliographic records and their components
- techniques for using bibliographic tools effectively
- searching strategies for external and networked sources
- professional and business networks which facilitate access to external sources
- copyright, moral rights and intellectual property legislation and issues that apply when using remote sources
- interlibrary lending policies and standards
- document delivery options, including electronic options.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound understanding and application of customer service skills
- application of well developed information literacy skills
- sound knowledge of external sources and bibliographic tools for different types of

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information, including electronic sources
- ability to search external sources effectively to meet a range of different information needs.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry reference tools and equipment to access external sources
- access to relevant policies and procedures manuals
- access to external sources of information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of information sourced from remote and networked sources by the candidate in terms of suitability to meet the identified need
- evaluation of candidate's response to problem-solving exercises to assess ability to respond to different information needs
- oral or written questioning to assess knowledge of remote sources.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUECOR03B Provide quality service to customers
- CULLB203C Develop and use information literacy skills.

It is also recommended that this unit be assessed with or after the following unit:

- CULLB401C Assist customers to access information.

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Range Statement

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.

Customers may be:

- internal
- external
- members of the public
- other information services providers (local, interstate, international)

Bibliographic and other relevant details may include:

- provenance
- publishing details
- content details

Information search may be conducted:

- electronically
- manually

Unusual or difficult to locate information may include:

- items not held with the collection
- items held in specialist external collections

External sources may include:

- remote storage facility
- other information agencies in Australia and overseas
- information sources such as companies, societies, organisations or commercial vendors
- databases to which the organisation subscribes
- CD-ROM databases
- online databases

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Unit Sector(s)

Not applicable.

Competency field

Competency field Library Customer Service

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CULLB003B Research and analyse information to meet customer needs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide customer access to diverse and complex sources of information using research and analytical skills. This unit builds on the skills in CULLB401C Assist customers to access information.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in an information services context who apply well developed research and analytical skills to respond to complex information needs. They also possess a sound knowledge of bibliographic standards. Work is undertaken autonomously, with limited guidance from others.

Information services contexts may include public, corporate or institutional libraries, record management units, government departments or community advisory organisations.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse information needs	1.1 Correctly interpret relevant documentation or information from customer to determine the ***overall nature of the information needs***
	1.2 Engage with customer where appropriate to discuss and confirm relevant details of the ***information need and its complexity***, including objectives and scope of the information requirement
	1.3 Participate in customer discourse in a manner that reflects sound knowledge of a broad range of potential information sources and ***complex search strategies***
	1.4 Identify and assess customer expectations in relation

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ELEMENT	PERFORMANCE CRITERIA
	to available resources and likely constraints
	1.5 Explore and explain appropriate options and provide suggestions and advice
	1.6 Assist customer to clarify and, if necessary, adjust requirements to facilitate a more effective result
2 Determine and implement assistance strategies	2.1 Evaluate different assistance strategies based on knowledge of likely ***information sources*** and/or location of required information
	2.2 Evaluate and select logical and reasonable strategies to locate unusual or difficult to locate information
	2.3 Consult with colleagues, as required, to identify ***appropriate information sources***
	2.4 Evaluate and select appropriate strategies to minimise costs of accessing required information
	2.5 Where possible, work with the customer to select strategies that enable customer participation in the use of reference tools or equipment
	2.6 Implement selected strategies and searches using appropriate information sources
3 Ensure quality of customer service	3.1 Assess information obtained for its validity, reliability and suitability in relation to customer requirements and expectations
	3.2 Ensure appropriate ***packaging and presentation of information*** to meet customer requirements and expectations, ensuring inclusion of all relevant support information
	3.3 Where problems occur in meeting agreed customer requirements negotiate constructively with customer and suggest suitable alternatives
	3.4 Conduct constructive negotiation with customers in relation to problems, difficulties, alternatives or follow-up requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Ensure customer service is in keeping with legal requirements and reflects awareness of liability and other legal and ethical responsibilities

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- research and analytical skills to undertake complex searches and information analysis
- problem-solving skills to assess and select strategies to locate 'hard to find' information
- communication skills to liaise with customers and to discuss potentially complex ideas and concepts
- technology skills to use current information services industry technology and to assist customers to use different searching tools
- literacy skills to interrogate a wide range of complex information sources.

Required knowledge

- scope information sources available to the information services provider
- strategies for expediting search processes and minimising costs
- techniques for searching and retrieving information from a range of sources including the internet and other electronic sources
- communication patterns and channels in an appropriate range of specialist information areas
- bibliographic standards, e.g. AACR latest additions and amendments, DDC, LCC, specialist subject thesauri.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- effective customer communication and negotiation skills
- highly developed information literacy skills
- appropriate use of electronic sources and other technologies
- knowledge of the organisation's reference, research and general collections
- presence of time constraints which reflect industry practice and standards
- practical demonstration of skills to respond to complex and varied information requests.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry systems and equipment
- interaction with others to reflect the communication and negotiation aspects of this unit
- access to relevant policies and procedures manuals and a range of information sources and information systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of candidate's response to different scenarios to assess ability to research, analyse and present information in response to a range of complex requests
- review of reports prepared by the candidate in response to a particular information needs
- review of reports prepared by the candidate detailing the development of strategies to respond

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to a given need, including challenges faced and how these were overcome.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB005B Search databases
- CUSRAD02A Conduct research.

Range Statement

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.

Overall nature of the information need may relate to:

- level, detail and currency of information
- timeframe
- delivery/presentation method
- commercial sensitivities/implications
- degree of specialist assistance required

Within this unit, information needs may be quite complex in nature and significant analysis, assessment and judgement is required. ***Complexity*** may be related to:

- specialised nature of the information
- complexity of the information
- complexity of determining the customer requirements
- specialised access protocols particular to the area
- wide range of information to which access is required by customers
- wide range of information sources, tools and access possibilities
- need for sophisticated packaging or presentation of the information
- fact that information is not published

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RANGE STATEMENT

Complex search strategies may be required for a range of reasons including:	• difficulty of finding or obtaining information • complexity of the subject field, its concepts and methodologies, and its publishing and scholarly communication patterns • information is in a new or developing field where the sources are not well established • missing, vague or conflicting information • commercial sensitivity of search processes • cost implications • variety of possible sources requiring judgement about most likely options
Information sources may be difficult to access because they:	• are in a state of constant change • are badly organised or of varying quality • have many different network interfaces which may not be user-friendly, e.g. high level internet navigational skills may be required to trace information
Appropriate information sources may be:	• internal • external • networked • scientific or technical journals • reports • working papers • discussion papers
Packaging and presentation of information may include the use of:	• sound • graphics • text • organisational systems to ensure easy access

Unit Sector(s)

Not applicable.

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Competency field

Competency field Library Customer Service

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CULLB004B Process information resource orders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to process orders for information resources in accordance with organisational acquisition procedures.

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

Application of the Unit

Application of the unit

This unit applies to individuals undertaking straightforward administrative and organisational functions in an information services context. Work would generally be carried out under supervision within established procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine ordering requirements	1.1 Access details of required ***information resources*** within required timeframes and check information for completeness
	1.2 Select ***suppliers*** in accordance with organisational guidelines
	1.3 Check ***supplier performance*** to inform selection, and report any performance problems to appropriate colleagues
2 Order information resources	2.1 Accurately complete orders in required format to include all required information in accordance with organisation procedures
	2.2 Promptly deal with urgent orders and make appropriate arrangements to expedite receipt
	2.3 Check progress of orders and take appropriate

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ELEMENT	PERFORMANCE CRITERIA
	follow-up action
	2.4 Refer problems with processing of orders to appropriate personnel as required
	2.5 Maintain accurate records of ordered material in accordance with organisation requirements
3 Receive information resources	3.1 Accept materials and complete ***checking processes*** against invoice and order details
	3.2 Recommend invoice for payment or question with suppliers
	3.3 Make appropriate claims to suppliers for missing, damaged or incorrect material in accordance with organisational procedures
	3.4 Accurately record details of material received in accordance with organisational formats
	3.5 Sort material ready for processing and cataloguing and make arrangements for priority material to be processed promptly
	3.6 Undertake all processes carefully, make appropriate checks and keep all relevant records up-to-date

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- technology skills to use current industry ordering systems
- literacy skills to interpret and complete order documentation
- numeracy skills to interpret orders and invoices, and to calculate payments and complete order documentation.

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Required Skills and knowledge

Required knowledge

- procedures and systems for determining availability of resources
- typical ordering processes and systems used by information services providers.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated accuracy in the completion of ordering processes
- knowledge of bibliographic and catalogue record components
- processing of multiple orders for different types of resources
- presence of industry-realistic time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry ordering systems and databases
- access to relevant policies and procedures manuals
- access to resource ordering systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of accuracy and completeness of orders completed by the candidate
- oral or written questioning to assess knowledge of

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cataloguing systems and procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBCMN205A Use business technology
- BSBADM305A Create and use databases.

Range Statement

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.

Information resources may be:

- print
- electronic
- equipment, e.g. audio-visual hardware and items

Suppliers may include:

- local
- interstate
- international

Supplier performance may relate to issues of:

- cost
- time efficiency
- quality

Checking processes may include checking for:

- supply of correct materials, type and quantity
- pagination
- binding
- missing sections
- damaged goods

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RANGE STATEMENT

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

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CULLB005B Search databases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to search and retrieve information from a range of databases.

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

Application of the Unit

Application of the unit

This unit applies to individuals who undertake regular database searches as part of their information services role. The unit focuses on knowledge of the different types of databases available to the information services provider and the skills to use different searching strategies to meet customer information needs. Work is completed under general supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Identify and access databases	1.1	Assess the ***range of databases available*** to the ***information services provider***
	1.2	Select appropriate database/s to meet specific information needs
	1.3	Use correct procedures to access database/s
2 Search databases	2.1	Interrogate databases using a range of appropriate ***search techniques*** suited to the information need
	2.2	Use and manipulate ***features of databases*** to access required information
3 Check and download information	3.1	Ensure that information accessed meets the required scope and purpose
	3.2	Conduct further searches when required

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Download and/or print information in accordance with system procedures
	3.4 Present and/or organise information in ***formats*** appropriate to customer needs

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- problem-solving skills to develop alternative search processes or methods when information cannot be found
- technology skills to use current industry database systems
- literacy skills to interpret a wide range of information and ideas
- numeracy skills to work with the numeric features of databases.

Required knowledge

- role of databases in the context of the information services industry
- scope and type of databases available to the information services provider
- features of commonly used databases, including bibliographic information, downloadable records, in-print status and current prices
- database searching techniques and procedures
- copyright, moral rights and intellectual property issues and legislation that impact on use of information from databases.

Evidence Guide

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

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Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of the type of scope of databases available to the information services provider
- correct use of searching techniques to source information in response to various needs
- practical demonstration of skills using current industry systems and equipment
- demonstration of skills in response to multiple and varied information needs/requests.

Context of and specific resources for assessment

Assessment must ensure:

- access to technology/databases to support information searching.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate using systems to retrieve information
- evaluation of appropriateness of information sourced in response to different needs
- oral or written questioning to assess knowledge of databases and different searching techniques.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB401C Assist customers to access information
- CULLB203C Develop and use information literacy skills
- other information technology units.

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Range Statement

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.

The ***range of databases available*** is potentially vast but may include:

- Kinetica
- Global Books in Print
- Bookfinder
- Integrated Library Management Systems, e.g. Millennium

Information services providers may include:

- libraries (public, private, corporate, school, university etc.)
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Search techniques may include:

- Boolean operators
- truncation
- use of different access points
- key words
- limiting by date or format
- ISBN or ISSN

Features of databases may include:

- bibliographic information
- downloading of bibliographic and other records
- in-print status
- current prices

Formats for presentation of information may be:

- electronic
- print-based
- verbal

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RANGE STATEMENT

- diagrammatic

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

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CULLB203C Develop and use information literacy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need.

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

Application of the Unit

Application of the unit

This unit describes the essential foundation information literacy skills required by workers and members of the wider community. It therefore has broad application across all industry and broader life skills contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Source information	1.1	Determine the nature of the information need, in accordance with work requirement and in consultation with relevant colleagues
	1.2	Accurately define the purpose, or required outcome, of the information search
	1.3	Identify a range of potentially appropriate sources ***of information***
	1.4	Select and use appropriate information retrieval strategies
2 Assess information	2.1	Review information and select content to suit specific needs
	2.2	Check the capacity of information retrieved to meet the required purpose, and take action accordingly

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ELEMENT	PERFORMANCE CRITERIA
3 Prepare/present information	3.1 Record information in line with organisational or user requirements
	3.2 Draft text, if required, including all appropriate information
	3.3 Express information within the text clearly, concisely and accurately
	3.4 Present information accurately in an appropriate ***context or format*** appropriate to the purpose and in accordance with required guidelines
4 Develop information literacy skills	4.1 Assess information literacy needs against work requirements/planned career outcomes
	4.2 Take ***actions to develop own information literacy skills*** based on identified needs

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- basic research skills to:
  - identify appropriate sources
  - use questioning and active listening skills to elicit information
  - take notes
  - sort and process information
- technology skills to source information on an automated system
- literacy skills to convey information clearly, concisely and coherently.

Required knowledge

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Required Skills and knowledge

- types of information resources available on a range of topics relevant to the job role or required outcome
- techniques and procedures for accessing different information sources, including the use of current technology
- relevant protocols or organisational policies and procedures in relation to the presentation or recording of different types of information.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to locate, evaluate and use relevant information in response to an identified need • ability to present information in a logical, well-organised and appropriate manner • active development of own information literacy skills • industry-realistic time lines and conditions for completion of tasks.
Context of and specific resources for assessment	Assessment must ensure: • use of current information, data and information systems • access to information sources, including relevant technology.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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- project to research work-related topic and to deliver information sourced in a brief presentation
- review of a simple report prepared by the candidate in response to a specified information need.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Sources of information may include:

- printed references
- media
- internet
- colleagues
- product suppliers
- lectures or presentations

Context or format for information may relate to:

- level of formality
- style of presentation
- nature of audience
- urgency of information need

Actions to develop information literacy skills may include:

- reading current literature, including specialist journals and industry magazines
- participating actively in relevant industry associations
- participating in professional development and other learning opportunities
- participating in, and contributing to, discussion

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RANGE STATEMENT

through conferences, meetings, seminars, courses and journals
- enhancing knowledge of current technologies

Unit Sector(s)

Not applicable.

Competency field

Competency field Library Practice

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CULLB205C Process and maintain information resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to ensure consistent organisation and maintenance of information, materials and equipment (both print-based and electronic).

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

Application of the Unit

Application of the unit

This unit applies to individuals undertaking straightforward administrative and organisational functions in an information services context. Work would generally be carried out under supervision within established procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Process information resources	1.1 Label and protect ***information resources*** appropriately and apply security measures, in accordance with procedures
	1.2 Make suggestions for processing and storage taking into account the expected life, use of, and demand for the material
	1.3 Accurately record and process details of information resources in accordance with organisational procedures and processing systems
	1.4 Promptly identify problems with processing system or procedures and report to relevant personnel
2 Arrange resources to facilitate access	2.1 Check and organise information resources promptly for appropriate arrangement or classification
	2.2 Correctly and tidily shelve printed resources in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with the required classification order
	2.3 Arrange non-printed resources in accordance with the required ***classification systems***
	2.4 Regularly check resources for correct arrangement and promptly detect missing or ***damaged material***
	2.5 Undertake ***basic maintenance and minor repairs*** of resources
	2.6 Move and transfer material using correct procedures when required, including electronic material
	2.7 Follow safety procedures, including safe manual handling techniques when arranging material

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- planning and organisational skills to undertake a range of administrative, organisational and maintenance tasks in a logical and timely manner
- technology skills to use current industry systems
- literacy skills to use classification systems
- numeracy skills to count and check information resources.

Required knowledge

- standard methods of organising and arranging materials, equipment and information, including common classification systems, formats and other arrangements designed to facilitate access to materials and information
- basic information technology security procedures
- range of protective and security devices for materials in different formats
- occupational health and safety requirements, including safe manual handling techniques
- types of damage and deterioration for print and electronic information and different

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Required Skills and knowledge

protection and storage options.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to correctly process and arrange information resources in accordance with established procedures (both print and electronic) • broad knowledge of classification systems and techniques for processing and arranging information resources • practical demonstration of skill to process and arrange information resources (both print and electronic).
Context of and specific resources for assessment	Assessment must ensure: • use of industry current equipment and classification systems • access to information resources to be processed/arranged • access to relevant policies and procedures manuals.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate undertaking processing activities • review of resources processed/arranged by the

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EVIDENCE GUIDE

candidate

- oral or written questioning to assess knowledge of classification systems and procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBCMN108A Develop keyboard skills
- BSBCMN205A Use business technology.

Range Statement

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.

Information resources may be:

- print
- electronic, e.g. CD-ROMs, toys, videos, cassettes
- equipment, e.g. audio-visual hardware and items, computers and printers
- displays

Classification systems used may include:

- standard classification schemes, e.g. Dewey, Library of Congress
- standard book numbering schemes, e.g. Cutter-Sanborn or author/title marks
- other common arrangements, e.g. by size, format, class, genre
- specialist classifications or arrangements

Damaged material may relate to:

- wear and tear
- vandalism
- water
- smoke

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RANGE STATEMENT

- pest infestation damage
- desensitisation

Basic maintenance and minor repairs may include:

- replacing pages
- repairing pages
- strengthening spines

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

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CULLB206C Assist with circulation services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to process loan transactions and assist customers with circulation/lending enquiries.

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

Application of the Unit

Application of the unit

This unit applies to people working in a frontline information services role such as a public or corporate library. Work is carried out under supervision within established policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Provide information to customers in relation to circulation/lending	1.1 Provide current and accurate information to customers based on sound knowledge of ***circulation***/***lending systems*** in the relevant context 1.2 Deal with ***customer inquiries*** promptly or refer to appropriate person/s
2 Process loan transactions	2.1 Check and process customer registration details in accordance with organisational procedures 2.2 Complete transactions in accordance with ***lending policies and procedures*** and customer service standards 2.3 Deal with competing demands for service tactfully and helpfully 2.4 Complete ***checking and processing of material*** in accordance with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
3 Process financial transactions	3.1 Handle ***financial transactions***, including cash, in accordance with organisational procedures and within prescribed limits
	3.2 Handle credit card and electronic funds transfer transactions correctly and in accordance with the organisation's procedures
	3.3 Accurately balance income to receipts
	3.4 Accurately note irregularities and take appropriate action promptly

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to provide effective customer service
- literacy skills to use loan processing and other circulation systems
- basic numeracy skills to handle cash transactions.

Required knowledge

- features of circulation systems and technology in different industry contexts
- relevant policies, rules and regulations in relation to lending, interlibrary loans, handling money and security, and customer relations
- principles underpinning the operation of manual and automated circulation systems, including self-charging systems.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of loan processing and other circulation services procedures
- ability to process loans within required time constraints and in accordance with procedures
- courteous customer communication.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry systems and equipment for loan processing
- interaction with others to reflect the customer service skills in this unit
- access to relevant policies and procedures manuals and loan processing systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate processing loan transactions and answering customer enquiries
- oral or written questioning to assess knowledge of circulation procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUECOR03B Provide quality service to customers.

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Range Statement

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.

Circulation/lending systems may be:

- automated
- manual

Customer inquiries may be:

- face-to-face
- by phone
- by email
- by fax

Lending policies and procedures may relate to:

- loan periods and their provisions
- overdue items
- damaged or missing items
- customer access
- effects on customer access of particular behaviour
- financial matters

Checking and processing of material may relate to:

- checking for damage, missing pages/pieces or need for repair
- processing
- dispatch
- collection for reservations
- removal from access

Financial transactions will relate to lending activities such as:

- fines
- reservation charges

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Unit Sector(s)

Not applicable.

Competency field

Competency field Library Customer Service

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CULLB302C Use cataloguing tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use established cataloguing tools and rules at an introductory level.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in an information services context who require a general understanding of the concept of bibliographic control. As such the unit underpins other cataloguing units. Work is generally undertaken under supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select cataloguing tools	1.1 Identify and access sources of cataloguing rules and tools in consultation with colleagues
	1.2 Correctly interpret cataloguing rules and tools and their application
	1.3 Evaluate the relevance of different ***cataloguing tools*** to particular areas of work
	1.4 Select appropriate cataloguing tools to complete ***specific work activities***
2 Apply cataloguing tools	2.1 Follow cataloguing rules correctly in the creation of entries/records
	2.2 Check records/entries for accuracy

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Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- technology skills to use current industry systems
- literacy skills to interpret cataloguing rules
- numeracy skills to use numerical aspects of cataloguing systems.

Required knowledge

- cataloguing tools used in libraries/information services in Australia, including USMARC, MARC 21, LCSH, AACR2 and ISBD
- application of tools to different areas of work
- rationale behind cataloguing tools and systems in the broad library/information services context.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • general knowledge and accurate application of cataloguing tools and rules • knowledge of cataloguing entries and their components • practical demonstration of skills using current industry systems/technologies/conventions.
Context of and specific resources for assessment	Assessment must ensure: • access to current cataloguing rules, technologies and systems • access to relevant policies and procedures manuals.

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EVIDENCE GUIDE

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of entries/records constructed by the candidate
- oral or written questioning to assess knowledge of cataloguing rules and procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB401C Assist customers to access information
- CULLB203C Develop and use information literacy skills.

Range Statement

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.

Cataloguing tools used must include:

- ISBD
- AACR2
- USMARC

Specific work activities may include:

- basic copy cataloguing
- searching catalogues
- construction of basic ISBD entry

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RANGE STATEMENT

- basic MARC coding

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

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CULLB307C Use multimedia

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of multimedia equipment/programs at a non-specialist level.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any industry context who need a general understanding of different multimedia equipment and software. The unit is general and introductory in nature and does not include detailed operational knowledge of technologies required by audio-visual technicians or multimedia specialists.

Work is undertaken autonomously within overall guidelines where the individual is working in an organisational context.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Use multimedia	1.1 Select appropriate multimedia for a given purpose based on knowledge of options available
	1.2 Correctly and safely set up ***multimedia equipment/programs*** in accordance with organisation procedures
	1.3 Use ***general features and functions of multimedia*** safely and appropriately
	1.4 Identify ***occupational health and safety(OHS) issues*** associated with multimedia and take appropriate action to prevent mishaps or accidents
	1.5 Where appropriate, assist others to use multimedia equipment/programs safely and in accordance with organisation procedures
2 Maintain multimedia equipment/programs	2.1 Identify and correct minor operational faults in accordance with organisation procedures
	2.2 Implement routine preventative maintenance, including making arrangement for repairs
	2.3 Identify situations where specialist assistance is

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ELEMENT	PERFORMANCE CRITERIA
	required and take action accordingly
3 Evaluate multimedia options	3.1 Assemble current information on multimedia technologies, programs, products and services to inform decisions on use, purchase and maintenance
	3.2 Review technologies and programs based on intended use in the relevant work context
	3.3 Where appropriate, make substantiated proposals for the purchase of new or replacement items

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to seek assistance from multimedia specialists
- technology skills to use the general features of multiple types of programs/equipment
- literacy skills to interpret equipment information manual 'help' instructions.

Required knowledge

- range of current multimedia options used in the relevant work context at a generalist level
- features and general operating functions of different multimedia options
- common faults and ways of rectifying these in multimedia equipment/programs used
- scope of repair and maintenance activities which can be undertaken without specialist assistance
- sources of information on multimedia equipment and programs.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of the current range of multimedia options commonly used in the relevant work context
- safe and correct operation of equipment and programs
- demonstration of skills using multiple types of equipment/programs.

Context of and specific resources for assessment

Assessment must ensure:

- access to a current range of multimedia equipment/programs, associated software and audiovisual equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate using multimedia
- oral or written questioning to assess knowledge of OHS issues or equipment/program features.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB401C Assist customers to access information
- BSBCMN205A Use business technology.

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Range Statement

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.

Multimedia equipment/programs are constantly changing, and the range used will depend on the workplace. It may include both hardware and software:

- personal computers and laptops
- software programs e.g. Adobe, Powerpoint
- TVs and videos
- microphones/amplifiers
- audio cassettes
- compact discs
- DVDs
- projectors
- CD burners
- Scanners
- digital cameras

Occupational health and safety issues may relate to:

- use of safety clothing/equipment
- manual/material handling
- storing chemicals/harmful substances
- ergonomic working arrangements

General features and functions of multimedia equipment are those which are:

- frequently used by the non-specialist
- accessible to the general user without a high level of specialist knowledge

Unit Sector(s)

Not applicable.

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Competency field

Competency field Multimedia

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CULLB401C Assist customers to access information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to assist customers in obtaining information relevant to their needs.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in a frontline information services role in any industry sector. This may include public, corporate or institutional libraries, record management units, government departments or community advisory organisations.

The unit requires basic research and searching skills plus a sound knowledge of the scope of information sources available within the organisation. Work relates to information which can be found in readily and easily accessed sources, and is undertaken within established guidelines under general supervision.

More complex and challenging information needs are covered in the unit CULLB504C Research and analyse information to meet customer needs.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Determine customers information requirements	1.1	Determine the nature of information requirement using appropriate questioning and listening techniques during ***customer contact***
	1.2	Assess the likely availability of the required information from ***readily accessed sources***, and the level and nature of assistance required
2 Advise customers on independent access opportunities	2.1	Take all appropriate opportunities to support the customer in developing and applying information literacy skills independently
	2.2	Correctly demonstrate the use of ***reference tools and***

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ELEMENT	PERFORMANCE CRITERIA
	equipment in a language and at a level and pace appropriate to the customer
	2.3 Accurately advise customers on other access arrangements including interlibrary loans
	2.4 Inform customers of relevant ***constraints regarding access to information*** or use of reference tools or equipment
3 Source and provide information	3.1 Source appropriate customer information from easily and readily accessed sources
	3.2 Provide information in an ***appropriate format*** and language to the customers and confirm that information need has been met
	3.3 Take appropriate action to resolve remaining issues and/or refer customers appropriately

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to respond to customer needs and to provide information literacy support and basic coaching, including active listening and questioning
- technology skills to access information using automated systems
- literacy skills to interrogate references and to interpret and write a broad range of information.

Required knowledge

- organisational policies in relation to customer assistance, such as interlibrary lending
- common customer requests and sources for answering such requests
- use of bibliographic tools and technology

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Required Skills and knowledge

- techniques for using standard reference resources and tools, including searching strategies
- features of an information network and how it impacts on the scope of information which can be provided
- interlibrary loan processes
- copyright, moral rights and intellectual property legislation and issues that impact on information services providers
- cultural considerations when working with customers and potentially sensitive material.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound understanding and application of customer service skills
- application of well developed information literacy skills
- sound knowledge of the information services reference resources
- sound knowledge of bibliographic tools
- demonstration of skills (working with an established collection) in response to a range of different information requests.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry reference tools and equipment
- access to relevant policies and procedures manuals
- access to a library/information collection.

Method of assessment

A range of assessment methods should be used to

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EVIDENCE GUIDE

assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate working with customers and responding to different information requests
- case studies/problem-solving exercises to assess ability to respond to different information needs
- oral or written questioning to assess knowledge of reference tools and equipment procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB203C Develop and use information literacy skills
- CUECOR03B Provide quality service to customers.

Range Statement

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.

Customer contact may be:

- in person
- by phone
- in writing
- electronically

Readily accessed sources would generally include:

- organisation's collection or remote sources of information that are routinely accessed in the organisation, through standard search processes for

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RANGE STATEMENT

	which there are well established and clear cut procedures, e.g. searching for known items • catalogues • online and other databases • remote sources
Reference tools and equipment may include:	• automated catalogues • manual catalogues
Constraints regarding access to information may include:	• cost • organisational policy • restrictions on access to required information • availability of other assistance • competing demands • ethical considerations
Within this unit the nature of ***customer information*** would be quite simple in nature and may include:	• current or topical information for a customer group e.g. school assignments • frequently requested information • simple ready reference queries • community information
Appropriate format for information may depend on factors such as:	• the preferred format • age e.g. pre-schoolers, adolescents • educational background or general knowledge • cultural and language background • language, literacy and numeracy needs • disabilities both physical and intellectual

Unit Sector(s)

Not applicable.

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Competency field

Competency field Library Customer Service

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CULLB412C Undertake cataloguing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to complete original descriptive cataloguing and catalogue maintenance activities.

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

Application of the Unit

Application of the unit

This unit applies to individuals who undertake cataloguing activities in information services organisations and who have a sound knowledge of cataloguing standards and systems. This work is carried out in accordance with established procedures and guidelines.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Construct bibliographic descriptions	1.1 Identify relevant national and international standards and accepted variations which apply to ***cataloguing*** of material
	1.2 Use standards to construct descriptions which conform to the International Standard Bibliographic Description (ISBD) format for the ***material to be catalogued***
	1.3 Construct descriptions in accordance with specific needs and organisational procedures
	1.4 Determine and record ***access conditions*** in accordance with organisational and national standards
2 Locate, retrieve and transfer bibliographic information/records	2.1 Determine appropriate search strategy for use in catalogues and databases
	2.2 Use bibliographic and communication standards to

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ELEMENT	PERFORMANCE CRITERIA
	locate information/records
	2.3 Use correct techniques and procedures to download/upload bibliographic records
3 Provide cataloguing support	3.1 Undertake appropriate ***catalogue maintenance*** to preserve integrity of local database, to conform to national ***systems and standards*** and to facilitate database searching and future ***cataloguing***
	3.2 Accurately record statistics of information catalogued in accordance with organisational procedures
	3.3 Record ***item maintenance*** requirements in accordance with organisational procedures
	3.4 Identify and discuss difficulties or uncertainties with ***relevant colleagues*** and take action accordingly

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- technology skills to use current industry cataloguing systems
- problem-solving skills to review and respond to database maintenance issues
- literacy skills to interpret and construct cataloguing entries
- numeracy skills to work with numerical features of cataloguing systems.

Required knowledge

- cataloguing standards and systems used in Australian libraries, e.g. AACR, USMARC/Metadata, DDC, LCC, LCSH and SCIS
- organisation's cataloguing system/s, and use of national network and organisation's computer system, including command languages and procedures
- principles of bibliographic description and access
- ways of preparing basic descriptive cataloguing records

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Required Skills and knowledge

- typical cataloguing problems
- procedures for maintaining cataloguing records
- copyright, moral rights and intellectual property issues and legislation that impact on cataloguing.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated accuracy in the creation and amendment of catalogue records
- sound knowledge of bibliographic and catalogue record components
- knowledge and understanding of cataloguing conventions
- practical demonstration of skills using current industry systems to undertake cataloguing activities
- completion of activities within realistic workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant policies and procedures manuals
- access to current industry cataloguing tools and systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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

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- review of records created by the candidate in relation to accuracy
- review of catalogues for which the candidate is responsible for maintaining
- oral or written questioning to assess knowledge of cataloguing procedures and systems.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB506C Catalogue and classify material.

Range Statement

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.

In this unit, ***cataloguing*** will be in accordance with established procedures. It may include:

- basic descriptive cataloguing
- record flagged as being from a source known to be normally complete and reliable
- apparently complete existing records found in the national database from a source which may be less complete or reliable but acceptable to the library

Material to be catalogued may include:

- books
- journals
- audio-visual items
- CD-ROMs
- music
- maps
- toys
- games
- material in English or languages other than English

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RANGE STATEMENT

- computer files and software
- electronic documents and journals
- network resources
- microforms

Access conditions may include:

- not for loan
- shelved in specific areas of the organisation
- housed on- or off-site
- restrictions on loan periods

Catalogue maintenance may include:

- relocating items
- re-cataloguing items, e.g. from manual to computerised format
- updating of files
- correcting holdings information

Systems and standards may include:

- USMARC/Metadata
- AACR (latest edition and amendments)
- SCIS Subject Headings
- Dewey Decimal Classification
- Library of Congress Subject Headings
- local protocols
- ISBD

Item maintenance may include:

- checking disks for viruses on a regular basis
- checking special material to ensure all components are correct, e.g. pictorial materials, slides

Relevant colleagues may be:

- more experienced staff
- supervisor
- other experts

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Unit Sector(s)

Not applicable.

Competency field

Competency field	Information Organisation and Management

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CULLB505C Analyse and describe information materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse and describe material by indexing and abstracting the content and format of materials to ensure the efficient retrieval of information by customers.

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

Application of the Unit

Application of the unit

This unit applies to individuals who possess significant technical skills and knowledge for the description of information materials in accordance with national and international standards. This work is carried out autonomously within established guidelines.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify description requirements	1.1 Identify ***scope and likely uses of material***
	1.2 Assess ***customer requirements*** or expectations, including potential special needs
	1.3 Determine appropriate type and structure of ***description***
2 Analyse material	2.1 Use ***analysis and description tools***, ***standards***, ***precedents and techniques*** which are appropriate to the nature of the material
	2.2 Analyse subject content of the material and clearly distinguish significant information from minor references
	2.3 Integrate established general concepts and principles of description and knowledge of relevant standards and authorities

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Ensure concepts derived from analysis of material are appropriate in the context of the subject field
3 Describe material and format description	3.1 Create description/s which represent concepts appropriately, and which reflect the overall purpose and intended use of the description
	3.2 Conform format of description to ***general conventions*** and any special rules
	3.3 Where required, develop accurate reference structure of descriptors to display relationships to assist customers
	3.4 Where appropriate, enhance description to meet identified customer needs
4 Monitor and review analysis and description practices and procedures	4.1 In consultation with colleagues, undertake ***monitoring and review*** description practices and procedures regularly to ensure customer needs are being met and in response to industry developments
	4.2 Take appropriate action within scope of individual responsibility to enhance description practices and procedures
	4.3 Where required, check descriptions regularly for internal consistency and compliance with established structure, rules and authorities

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to accurately and appropriately describe a wide range of

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Required Skills and knowledge

potentially complex information

- critical thinking skills to apply analysis and description tools to a wide range of different information types of varying complexity
- literacy skills to interpret and analyse a wide range of references
- numeracy skills to work with indexing concepts.

Required knowledge

- principles of subject access
- principles of thesauri used in indexing
- types of indexes and abstracts
- abstracting and indexing standards and methods, including descriptions and cross referencing of access points and descriptors
- allocating descriptors, major and minor
- ways of matching reference structure to suit customer needs
- ways of enhancing subject access through indexing
- monitoring and review processes for indexes and abstracts
- copyright, moral rights and intellectual property issues and legislation that impact on indexing and abstracting activities.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to appropriately use tools, standards and communication skills to analyse and describe material appropriately
- knowledge of principles of subject access
- demonstration of skills using current industry systems to analyse and describe a range of different materials.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant policies and procedures manuals
- access to relevant thesauri and database programs.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of appropriateness of descriptions created by the candidate and adaptations to suit different types of information
- oral or written questioning to assess knowledge of standards and tools.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB506C Catalogue and classify material.

Range Statement

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.

Scope and likely use of material may relate to:

- subject matter
- available time
- available space
- probable types of users, e.g. professional, educational, recreational
- express brief or document format

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RANGE STATEMENT

Customer requirements or expectations for consideration may include:	• access • current awareness • retrospective inquiry • description of contents of materials • translation from one language to another
Analysis and description tools, ***techniques and standards*** may include:	• SCIS Subject Headings and thesauri • LCSH Library of Congress Subject Headings
Description/s may be:	• indicative • informative • critical • assigned from a prescribed list or thesaurus, e.g. ERIC, AEI • taken from pre-existing formulations • derived from text or context • formulated to meet identified customers needs
In manual indexes, entries may be ordered:	• alphabetically • numerically • alphanumerically • taxonomically • chronologically • according to traditional rules or conventions
General conventions may include:	• bibliographic organisation/descriptions • geographic descriptions
Monitor and review processes may include:	• surveys • customer feedback • statistics

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Unit Sector(s)

Not applicable.

Competency field

Competency field	Information Organisation and Management

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CULLB506C Catalogue and classify material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse, catalogue and classify material to facilitate customer access.

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

Application of the Unit

Application of the unit

This unit applies to information services professionals with highly developed technical skills and knowledge. The unit focuses on subject cataloguing and requires a sound understanding of bibliographic organisation methods and the ability to use interpretation and judgement to deviate from precedents where necessary.

A library technician working autonomously would generally undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse content and format of material	1.1 Undertake appropriate ***checking of material*** in accordance with organisational procedures
	1.2 Analyse subject content of material to reflect knowledge of general concepts and principles of bibliographic control, relevant standards and customer needs
	1.3 Ensure analysis is suited to the needs of the organisation and its customer group/s
	1.4 Determine priority of ***material to be catalogued***/***classified***, identify urgent ***cataloguing***/***classification*** and take ***appropriate action*** promptly
2 Catalogue material	2.1 Create accurate records according to the standards, precedents and techniques adopted by the organisation and in accordance with industry

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ELEMENT	PERFORMANCE CRITERIA
	standards
	2.2 Select, evaluate and adapt precedents to meet specified needs
	2.3 Ensure cataloguing reflects knowledge of, and meets, specified customer needs
	2.4 Ensure choice of subject headings reflects content of material, knowledge of structure of chosen thesaurus, authorities, appropriate ***cataloguing tools*** and standards
	2.5 Construct headings for more access points using standards and authorities lists
	2.6 Format description in a standard way to enable easy identification of elements within the record
	2.7 Take a systematic approach to material for which there are no precedents, or other complex material, and approach is reasonable given the nature of the material, and/or refer appropriately
	2.8 Ensure cataloguing reflects awareness of changes in relevant cataloguing systems, tools and standards
3 Classify material	3.1 Use classification systems to reflect knowledge of their principles of organisation
	3.2 Ensure choice of classification number reflects understanding of subject content and correct application of classification system
	3.3 Use standard shelf-listing techniques correctly
	3.4 Ensure classification enables customers and staff to locate material readily
4 Contribute to maintenance and development of cataloguing practices	4.1 Monitor work of self and others, and take appropriate action to enhance cataloguing consistency and quality
	4.2 Monitor cataloguing system operation and take

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ELEMENT	PERFORMANCE CRITERIA
	appropriate action to address problems
	4.3 Create and/or maintain accurate records of materials/holdings in accordance with relevant national and organisational procedures
	4.4 Ensure cataloguing systems reflect awareness of changes affecting relevant national and local networks and systems
	4.5 Make constructive contributions to computer system selection, design, evaluation and implementation, in relation to cataloguing

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- problem-solving skills to identify and respond to challenges in cataloguing systems
- critical thinking skills to make judgements about the appropriate use of systems based on a range of different factors
- planning and organisational skills to coordinate and monitor cataloguing processes
- literacy skills to analyse complex information materials and to work with cataloguing concepts and standards at a detailed level
- numeracy skills to work with classification systems.

Required knowledge

- commonly used cataloguing tools
- latest edition classification schemes
- subject access and control, including subject headings lists, thesauri and authority control procedures
- authority systems and files
- common automated cataloguing modules
- catalogue maintenance principles and activities
- ways of modifying and upgrading records to suit customer needs, including additional access points and the establishment of new authorities

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Required Skills and knowledge

- precedents and their use to inform cataloguing of complex materials
- national/international cataloguing standards
- copyright, moral rights and intellectual property issues and legislation that impact on cataloguing practices.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated accuracy and organisational abilities
- demonstrated skill in subject analysis
- sound knowledge of bibliographic and catalogue record components
- sound knowledge and understanding of cataloguing conventions
- practical demonstration of skills using current industry cataloguing systems.

Context of and specific resources for assessment

Assessment must ensure:

- assessment conducted over a period of time to reflect the monitoring and implementation aspects of this unit
- access to strategic plans and relevant policies and procedures manuals
- access to current industry cataloguing and classification tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace

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reports of on-the-job performance by the candidate
- review of examples of cataloguing work, including original cataloguing, modification of records
- review of examples of authority file creation and maintenance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB505C Analyse and describe information materials.

Range Statement

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.

Checking of material may include:

- checking of other information provider catalogues via the internet for existing record or close copy

Material to be catalogued/classified may include:

- books, journals
- audio-visual items, CD-ROMs
- music
- maps
- toys
- games
- material in English or languages other than English
- unpublished material, e.g. manuscripts
- computer files and software
- electronic documents and journals
- network resources or microfilms

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RANGE STATEMENT

Cataloguing*/*classification:	• will include original cataloguing • may include copy-based cataloguing where an existing record exists but requires original subject cataloguing or considerable modification
Appropriate action to maintain and develop cataloguing practices may include:	• establishment of authority files for new headings that are devised • adding and deleting data in authority files • checking name and subject authorities added to database for errors and cross-referencing
Cataloguing tools may include:	• Library of Congress rule interpretations • Kinetica data entry manuals for different formats • USMARC/Metadata coding manuals • Library of Congress Name Authorities • Serials in Australian Libraries on CD-ROM • various gazetteers and other reference sources for name verification
Cataloguing systems*, *tools and standards will be limited to the major ones used by the library and may include:	• AACR2, LCSH • Dewey • LC • SEARS • SCIS Subject Headings • UDC • MOYES • Cutter Sanborn
In manual indexes, entries may be ordered:	• alphabetically • numerically • alphanumerically • taxonomically • chronologically • according to traditional rules or conventions

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Unit Sector(s)

Not applicable.

Competency field

Competency field	Information Organisation and Management

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CULLB508C Monitor and enhance information access

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor and enhance the service provider's information systems and services. It focuses on the monitoring and evaluation of new technological developments and the development of strategies to enhance existing services or introduce new services.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any information services context who are responsible for evaluating and establishing new information systems and services. Work is undertaken autonomously, usually by those with supervisory or management responsibility.

Information services contexts may include public, corporate or institutional libraries, record management units, government departments or community advisory organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate current systems and services	1.1 Assess the need for enhanced ***systems and services*** based on knowledge of ***technological and other developments*** and current organisational strategies and priorities
	1.2 Evaluate functional requirements and the capacity of existing systems based on review of ***current and potential workplace needs***
	1.3 Consult with colleagues and customers on an ongoing basis to monitor response to current systems and services
2 Evaluate potential new systems and services	2.1 Evaluate potential systems and services to take account of all ***cost and resource implications*** and the organisation's short and long term priorities

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Take account of technical support needs, transition arrangements and user training/support requirements
	2.3 Make appropriate recommendations to relevant colleagues for new or changed systems and services, including all relevant supporting information
3 Establish systems and services	3.1 Provide timely advice of new systems and services to relevant colleagues
	3.2 Introduce new systems and services in a manner which causes minimum disruption to colleagues and customers
	3.3 Ensure integration of financial, security and legal requirements into planning and implementation
	3.4 Provide and/or organise relevant training and support for colleagues
	3.5 Monitor efficiency and effectiveness of new systems and services in consultation with colleagues and make adjustments accordingly

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- research and analytical skills to source and assess information on new system and service options
- planning and organisational skills to integrate a wide range of conceptual and operational information and coordinate effective introduction of new systems
- communication and leadership skills to consult and liaise with colleagues at different levels
- literacy skills to interpret complex information, ideas and concepts
- numeracy skills to work with estimates and budgets.

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Required Skills and knowledge

Required knowledge

- current technological developments and options for new systems in the library/information services sector
- technical and technical support issues for consideration when introducing new systems
- workplace consultation techniques in relation to determining workplace needs and consulting on potential workplace changes
- occupational health and safety issues, requirements and legislation in relation to the introduction of new systems or services
- legal issues that might impact on the introduction of new systems and services in a library/information services context
- internal and external factors that impact on the potential introduction of new systems and services.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to carry out a needs analysis to determine system requirements • knowledge of system and service requirements appropriate to information agencies • knowledge of current and potential technological developments relevant to information agencies.
Context of and specific resources for assessment	Assessment must ensure: • access to an operational information system • assessment conducted over a period of time to reflect both the planning and implementation aspects of the unit • interaction with others to reflect the consultation

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aspects of this unit.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of projects conducted by the candidate to establish or review systems and services for a particular work context
- evaluation of candidate's response to different case studies and scenarios to assess ability to adapt skills to different workplace situations
- evaluation of reports prepared by the candidate detailing processes undertaken to review current systems and plan new systems in a given work context.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB708C Manage information access.

Range Statement

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.

Systems and services may relate to:

- computer systems (hardware and software)
- networked information sources (local, national or international)
- customer service procedures
- workflows and associated routines

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RANGE STATEMENT

Technological and other developments may relate to:	• availability of new systems • system upgrades • availability of new technology within the organisation • change in organisational priorities • change in nature or scope of services to be offered
Current and potential workplace needs may relate to:	• new services being offered • need for resource re-allocation • changing nature of workforce • changing nature of customer • trends in information services provision
Cost and resource implications may relate to:	• people • finance • equipment • power/energy • time • buildings/facilities • technology

Unit Sector(s)

Not applicable.

Competency field

Competency field	Library Customer Service

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CULLB509C Select and acquire information materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate information selection and acquisition for an information services provider.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any information services context who select and acquire materials for a small collection, or a limited part of a large collection. The unit requires application of significant judgement and collection knowledge in relation to the assessment of information materials for acquisition, plus a good understanding of supply sources.

Work is undertaken autonomously, often by those with supervisory or management responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Review collection	1.1 Maintain data on trends relevant to customer needs, available information and alternative ***formats***
	1.2 Take action on ***policy issues*** within area of responsibility and make recommendations to appropriate person/s on selection and acquisition of information
2 Develop/assess acquisition recommendations	2.1 Develop proposals based on own knowledge of customer group/s, usage patterns, specific requests and other available material
	2.2 Assess own or others' proposals in accordance with organisational collection management policies
	2.3 Assess proposals for their impact on the collection, and on the balance of in-house collection and information from remote sources
	2.4 Assess proposals in relation to identified customer

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ELEMENT	PERFORMANCE CRITERIA
	needs and requirements
	2.5 Identify and access resource implications of proposals
	2.6 Prioritise proposals based on reasoned analysis of all factors
3 Assess qualities of recommended acquisitions	3.1 Gather and examine all appropriate information about material to be acquired
	3.2 Assess where relevant, physical durability of material against likely levels and types of usage
	3.3 Identify and evaluate alternative formats in relation to usage patterns and cost
	3.4 Assess suitability of material for potential customers
4 Review supplier and format options	4.1 Maintain awareness of the ***capacity of suppliers to meet specific information needs***
	4.2 Select format in relation to ease of access, resource implications and suitability for customer requirements
	4.3 Negotiate with suppliers to maximise cost saving opportunities for the organisation within scope of individual responsibility
	4.4 Select suppliers based on ability to meet needs and in accordance with organisational policies
5 Recommend and/or act on selections	5.1 Make final recommendations for acquisitions in accordance with organisational procedures or allocate resources for purchase depending on scope of individual responsibility
	5.2 Implement administrative procedures for acquisition of material in accordance with organisational requirements

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ELEMENT **PERFORMANCE CRITERIA**

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- research skills to source information from a wide range of sources and maintain trend data
- communication skills to negotiate costs with suppliers
- planning and organisational skills to administer acquisition procedures
- literacy skills to analyse a wide range of information dealing with varied and complex concepts, and to develop proposals dealing with those concepts
- numeracy skills to make budget estimates and to negotiate costs.

Required knowledge

- features of typical collection management policies and procedures
- role and scope of responsibility of different staff in the acquisition process
- ways of acquiring and maintaining data on current usage patterns
- different formats of information materials, their cost and usage implications
- supply sources for different types of information materials, including those for specialised or rare materials
- copyright, moral rights and intellectual property legislation and issues that impact on acquisition of materials
- cultural issues and protocols that impact on acquisition of materials.

Evidence Guide

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.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- detailed knowledge of acquisition procedures and policies
- ability to develop/assess acquisition recommendations which respond to organisational and customer needs
- practical demonstration of skills through the development of acquisition recommendations for a specific collection and workplace context.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry systems
- access to strategic plans and relevant policies and procedures manuals
- access to suppliers' lists and publishers' information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of acquisition recommendations prepared/assessed by the candidate
- evaluation of candidate's response to different collection scenarios to assess ability to make acquisition recommendations to address particular workplace situations.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other collection management units.

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Range Statement

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.

Formats may include:

- print
- audio-visual
- CD-ROM
- Microform
- multimedia
- optical disks or formats

Policy issues may relate to:

- allocation of funding across the general collection
- suppliers
- format of materials
- collection development
- cultural considerations
- copyright, moral rights and intellectual property

Capacity of suppliers to meet specific information needs may relate to:

- quality of service
- availability of discounts or suitable deals
- range of information supplied

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

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CULLB510C Develop and maintain community/stakeholder relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and maintain community/stakeholder relationships. The unit focuses on the need for regular and ongoing consultation to maintain the quality of service provision.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any industry or community context where there is a need for a pro-active approach to establishing and building networks and relationships between the organisation and its stakeholders.

This role requires the application of highly developed communication and planning skills and is therefore undertaken by individuals working autonomously, often with managerial responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan approach to stakeholder consultation	1.1 In consultation with colleagues, review and assess ***current and potential stakeholders*** to determine needs, interests, priorities and relevant trends
	1.2 Identify key stakeholders, their representatives and means to establish and maintain links
	1.3 Make provision for current relevant information on stakeholders to be gathered and maintained
	1.4 Ensure plans to establish and maintain stakeholder links reflect awareness of relevant ***internal and external factors***
	1.5 Take account of cultural considerations in planning stakeholder consultations
2 Establish and maintain stakeholder relationships	2.1 Use a range of formal and informal strategies to facilitate ***relationships*** between stakeholder/s and the organisation

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify and assess strategies for formal links between the organisation and key stakeholder/s, and implement selected mechanisms
	2.3 In consultation with colleagues, monitor and evaluate mechanisms and take appropriate action to continuously improve them
	2.4 Determine the purpose and parameters of specific consultations and inform participants clearly
	2.5 Ensure information from stakeholder ***consultations*** is integrated into organisational planning and made available to relevant colleagues in a timely way
	2.6 Ensure communication with stakeholder/s takes into account the nature of the group/s and prior and potential relationships
3 Develop stakeholder networks	3.1 Identify, establish and use formal and informal networks as a communication channel
	3.2 Share expertise, information and resources with networks when appropriate to strengthen links
4 Represent the organisation to the community	4.1 Communicate the organisation's role accurately and confidently in a way which the audience understands and which maintains stakeholder awareness
	4.2 Promote the organisation consistently to external bodies which affect its role, funding and operations
	4.3 Identify and use opportunities for promotion constructively

Required Skills and Knowledge

Required Skills and knowledge

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Required Skills and knowledge

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

Required skills

- communication skills to manage and conduct formal and informal consultations on complex issues with a wide range of different stakeholders
- planning and organisational skills to establish and monitor strategies and actions across a broad range of different activity
- literacy skills to interpret and develop complex documents.

Required knowledge

- role and nature of promotion, advocacy and networks in the relevant work context
- nature and range of stakeholder groups, including special needs and potential cultural considerations
- features, costs and benefits of different consultation mechanisms
- networking techniques and strategies
- planning and organisational techniques for community consultations
- legal issues which might impact on community/stakeholder consultation, including relevant health and safety requirements.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- development of appropriate relationships and networks to meet the needs of a specific workplace context
- well developed communication skills to facilitate effective consultation with a broad range of stakeholders.

Context of and specific

Assessment must ensure:

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EVIDENCE GUIDE

resources for assessment

- involvement of and interaction with others to reflect the consultation and communication aspects of this unit
- project or work activities conducted over a period of time to reflect the ongoing monitoring and implementation aspects of this unit
- access to strategic plans and relevant policies and procedures manuals
- access to resources to implement consultation processes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of consultation programs developed and implemented by the candidate
- review of consultation documentation prepared by the candidate
- evaluation of candidate's response to different organisational and community scenarios to assess ability to develop links and networks for different contexts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB508C Monitor and enhance information access
- BSBFLM507B Manage quality customer service
- BSBFLM509B Facilitate continuous improvement.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for

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RANGE STATEMENT

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.

Current and potential stakeholders may include:

- other organisations
- particular cultural or ethnic groups
- academics, teachers and students or their representative bodies
- stakeholders with special needs
- stakeholders in remote areas
- small or large businesses
- staff in the broader organisation
- affiliated and special interest groups e.g. clubs, societies, friends' organisations, or other community and/or cultural organisations
- general community

Internal and external factors that affect planning may relate to:

- current organisational objectives
- resource constraints
- political and social issues in the community
- market trends
- technological developments

Relationships may be ongoing or used for a specific purpose and may include:

- obtaining regular stakeholder feedback
- surveying stakeholder views on particular issues and services to assist development of new services or facilities
- requests for financial support
- market research
- inclusion in public activities
- exhibitions and outreach programs
- involvement in the development of appropriate exhibitions, public programs and special events

Consultations may include:

- formal consultative bodies
- informal communication and feedback
- regular liaison activities
- newsletters or other regular or specific information

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RANGE STATEMENT

provision
- surveys
- external committees, working parties or taskforces

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Programs

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CULLB602C Use, evaluate and extend own information literacy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use, evaluate and extend one's own information literacy skills at a complex level.

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

Application of the Unit

Application of the unit

This unit may apply to individuals working in any industry sector and more broadly beyond the world of work. It has particular relevance to those working as professionals in the information services sectors and other occupations where the ongoing development and extension of information literacy skills is required.

The unit focuses on research, analysis and communication of information, ideas and concepts at a complex level, plus the evaluation and extension of one's own information literacy skills. It is therefore undertaken by individuals operating autonomously, with limited guidance from others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research and analyse information, ideas and concepts	1.1 Identify and source ***references*** appropriate to the information need
	1.2 Identify and explore potential new and alternative sources
	1.3 Use formal and informal research techniques to explore relevant information, ideas and concepts
	1.4 Undertake ***critical analysis*** of references in the context of the information need
	1.5 Evaluate ways in which information may be adapted or integrated to meet the information need

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ELEMENT	PERFORMANCE CRITERIA
2 Communicate information, ideas and concepts	2.1 Synthesise and refine information appropriately to meet the intended purpose 2.2 Assess a range of ***communication methods*** and select the most appropriate based on nature and purpose of the information and the intended audience 2.3 Communicate information, ideas and concepts in a ***format and manner*** which facilitates understanding by the intended audience
3 Evaluate own work and skills	3.1 Seek and apply constructive criticism from others to enhance own work 3.2 Evaluate own skills against personal development aims and ***strategies*** 3.3 Adjust own work practice as required to enhance quality of work outcomes
4 Extend own information literacy skills	4.1 Assess own learning needs against planned career outcomes in the context of lifelong learning 4.2 Plan and implement strategies to extend own information literacy skills 4.3 Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve skills 4.4 Pro-actively identify and use opportunities presented by new technologies to extend information literacy skills

Required Skills and Knowledge

Required Skills and knowledge

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Required Skills and knowledge

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

Required skills

- research skills to source, analyse, interpret and apply complex and varied information references
- literacy skills to critically evaluate complex and varied information, ideas and concepts
- learning and self-management skills to take responsibility for one's own ongoing learning and professional development
- technology skills to undertake research using automated systems.

Required knowledge

- range of information sources and technologies actually and potentially available to meet a wide range of information needs
- copyright, moral rights and intellectual property issues and legislation that impact on the research, use and distribution of information
- information and resources available for the development of information literacy skills
- professional development opportunities and career development strategies in the relevant work context
- principles of lifelong learning and how it relates to information literacy
- role of information literacy in different occupations.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- application of research, analysis and communication skills to the sourcing and presentation of varied complex information, ideas or concepts
- application of planned strategies to develop and

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EVIDENCE GUIDE

	extend information literacy skills • effective use of technology in the development of skills.
Context of and specific resources for assessment	Assessment must ensure: • access to information sources, including technological options.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of research conducted by the candidate • evaluation of presentations made by the candidate • evaluation of reports prepared by the candidate detailing strategies for personal skill development • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

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RANGE STATEMENT

References may include:	• texts • Web • images • colleagues • other individuals
Critical analysis of references/information may involve:	• comparing • contrasting • reflecting • critiquing • considering merit • discussion and debate
Communication methods may be:	• face-to-face (individual or group) • written • oral • electronic • visual
Format and manner of communication may be influenced by:	• people to whom the information is being presented • how the information is being presented • why the information is being presented, e.g. in response to a brief • cultural issues surrounding presentation • physical limitations
Strategies to develop information literacy may include:	• reading current literature, including specialist journals and industry magazines • participating actively in relevant industry associations • participating in professional development and other learning opportunities • participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals • supporting the development of information literacy skills in the workplace

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RANGE STATEMENT

Unit Sector(s)

Not applicable.

Competency field

Competency field Library Practice

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CULLB604C Manage care and maintenance of the collection

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and manage procedures for the preservation, storage and display of information materials.

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

Application of the Unit

Application of the unit

This unit applies to individuals with a strategic responsibility for the physical care of an information collection. It requires the application of significant analytical, communication and planning skills combined with knowledge of the specific issues that apply to care and maintenance of information materials, both print and electronic. Work is undertaken autonomously, but in consultation with others.

There is a strong link between this unit and other preventive conservation units which deal with the protection of cultural materials.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish procedures for collection care and maintenance	1.1 Assess the ***collection care and maintenance*** needs of the specific collection based on knowledge of ***requirements for different types of information materials***
	1.2 Assess the need for, and organise appropriate access to, specialist expertise
	1.3 Develop appropriate policies, systems and procedures for preservation, conservation, repair and maintenance of material
	1.4 Take account of ***organisational priorities and constraints*** in the development of procedures
	1.5 Communicate procedures to all staff on appropriate aspects of care and maintenance

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ELEMENT	PERFORMANCE CRITERIA
2 Establish risk management strategies and procedures	2.1 Identify key ***risk factors*** for the collection and assess organisational capability to address risk 2.2 Develop appropriate risk management strategies to prevent or minimise loss or damage in key areas
3 Monitor collection care and maintenance	3.1 Organise and monitor care and maintenance arrangements in accordance with agreed procedures and the requirements for particular work situations 3.2 Monitor the application of safe and secure work practices and take action to address any problems 3.3 Consult with colleagues on a regular basis to obtain feedback on care and maintenance procedures

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to consult and communicate with a wide range of stakeholders, including collection specialists and colleagues
- planning and organisational skills to develop and manage policies, strategies and processes for collection care in an integrated way
- problem-solving skills to analyse strategic issues, including risk management challenges, and to develop appropriate responses
- literacy skills to interpret and communicate complex ideas and concepts
- numeracy skills to assess and develop resource strategies for collection care.

Required knowledge

- overall management strategies for storage, display, preservation and conservation of different types of information materials

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Required Skills and knowledge

- risk factors for different types of information materials
- nature of co-operative arrangements that exist between information services providers in relation to care and maintenance
- issues that affect the care and maintenance of specific types of information materials, including both print and electronic
- copyright, moral rights and intellectual property issues that affect collection care and management
- cultural protocols that impact on collection care and management, including those for Aboriginal or Torres Strait Islander material.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to develop care and maintenance procedures to meet a specific information collection and organisational need
- knowledge and understanding of issues affecting storage, conservation and preservation of materials
- sound knowledge of the organisation's collection development policies and procedures
- practical demonstration of skills through the development and monitoring of procedures for a specific information collection.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant policies and procedures manuals
- access to a collection for which procedures may be developed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following

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examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of procedures developed by the candidate for a particular collection or workplace situation
- evaluation of collection management procedures developed by the candidate in response to a range of different collection scenarios
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other collection management or general management units.

Range Statement

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.

Information services providers include may include:

- libraries (public, private, corporate, school, university etc.)
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

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RANGE STATEMENT

Collection care and maintenance may relate to:

- storage
- display
- ongoing maintenance
- risk management, e.g. loss, damage, disaster
- electronic system management

Requirements for different types of information materials may relate to:

- environmental conditions e.g. humidity, light, dust
- access or usage limitations
- protection of aging materials
- need for cooperative storage
- specific display requirements

Organisational priorities and constraints may relate to:

- information access policies
- current public programs or other activities
- budgetary constraints
- available expertise
- space limitations
- cooperative storage arrangements

Risks factors may include:

- theft
- vandalism
- incompetence
- fire
- soot
- water damage
- acidic paper
- age and decay of bindings
- structural collapse e.g. shelves
- relocation
- computer malfunction

Unit Sector(s)

Not applicable.

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Competency field

Competency field Information Organisation and Management

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CULLB605C Manage collection development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate and review the use of collections, to develop and maintain policies, and to manage processes for the selection, acquisition and disposal of materials.

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

Application of the Unit

Application of the unit

This unit applies to individuals with a strategic responsibility for collection development and management in an information services context. It requires the application of significant analytical, communication and planning skills combined with an in-depth knowledge of information services trends and practice. Work is undertaken autonomously but in consultation with other colleagues and wider stakeholders.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate and review use of the collection	1.1 Develop ***mechanisms for the acquisition and maintenance of data on collection use*** and reasons for demand/lack of demand
	1.2 Evaluate and review usage data as the basis for collection policies which reflect and anticipate customer demands and changing needs
2 Develop collection strategies and policies	2.1 Develop collection strategies and policies which reflect the organisation's directions and strategies, and awareness of ***relevant constraints***, including cultural considerations
	2.2 Consult with ***key stakeholders*** in relation to collection strategies and policies
	2.3 Develop collection strategies and policies which incorporate an appropriate mix of in-house collection and access to information from remote sources

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Integrate ***current and emerging industry trends*** into collection strategies
	2.5 Ensure collection strategies and policies reflect evaluation of the collection use, availability of alternative formats for information and potential resource sharing
	2.6 Integrate the potential for appropriate ***co-operative projects*** with other information providers into strategies and policies
3 Manage selection, acquisition and disposal of materials	3.1 Establish and monitor processes to coordinate and control the selection, acquisition and disposal of materials in accordance with policies
	3.2 Assess resource implications of selection and communicate to the appropriate staff
	3.3 Establish and maintain ***processes to review the collection*** in line with collection strategies and policies
	3.4 Initiate appropriate collaborative or cooperative projects to benefit the organisation's customers

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to initiate collaborative projects, to communicate and introduce change, and to undertake consultation processes on strategic and operational issues with a wide range of stakeholders and colleagues
- critical thinking skills to analyse and integrate a wide range of concepts to create coherent policy and strategic positions
- planning and organisational skills to develop and manage policies, strategies and processes in an integrated way

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Required Skills and knowledge

- problem-solving skills to analyse strategic issues and challenges and to develop appropriate responses
- literacy skills to interpret varied and complex information and ideas
- numeracy skills to assess and develop resource strategies for collection development.

Required knowledge

- mechanisms for research of collection use and applicability of different mechanisms to different contexts
- current and emerging industry trends in relation to collection development in an information services context
- detailed understanding of selection and acquisition processes and procedures
- collection development policies in libraries and information agencies, including selection, weeding and stocktaking policies
- types of co-operative projects that exist between different information services providers
- copyright, moral rights and intellectual property legislation and issues that impact on collection development policies
- legal issues that impact on collection development, e.g. Archives Act, disposal schedules, Copyright Act and amendments
- cultural protocols that affect the development of collection strategies.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- practical demonstration of skills through the development of collection policies and strategies, addressing requirements and constraints for a specific workplace context
- in-depth knowledge of information services practices and trends.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant policies and procedures manuals
- access to a collection for which management strategies and policies may be developed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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

- evaluation of strategies and policies developed by the candidate to meet a specific workplace need
- evaluation of strategies and policies developed by the candidate adapted to different context sand situations.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB509C Select and acquire information materials.

Range Statement

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.

Mechanisms for the

- informal feedback from customers and other staff

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acquisition and maintenance of data on collection use may include:	• surveys and other investigations • regular review of collection against organisational objectives • community consultations • interviews • analysis of collection usage
Relevant constraints may include:	• information provider's priorities • legislative requirements • ethical considerations • intellectual property issues • licensing and other legal agreements • finances • economics of alternative forms of, and access to, information • care and maintenance capability • cultural protocols
Key stakeholders may include:	• customers/community • other information providers • boards of management • local councils • information specialists
Current and emerging industry trends may relate to:	• changes in usage patterns • change in customer profile • technological developments • economic trends
Co-operative projects may take place with:	• related organisations • other libraries and information agencies in Australia and overseas • providers of networked information • other commercial vendors
Processes to review the collection may include:	• review of organisational policies and procedures manuals

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RANGE STATEMENT

- review of strategic plans
- conspectus procedures
- quality assurance processes, e.g. customer feedback, organisational requirements

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

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CULLB701C Analyse and describe specialist/complex material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge to apply creative, whole systems thinking to cataloguing, classification, indexing, abstracting or otherwise describing specialist and complex material.

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

Application of the Unit

Application of the unit

This unit applies to information services professionals with highly developed technical skills and knowledge.

Analysis and description at this level may require specialist subject matter knowledge, proficiency in more than one language, specialist cataloguing and classification knowledge, expertise in indexing and abstracting and current knowledge of national or international standards, precedents, interpretations and processes.

Complexity may be created by the wide range of material to be considered, the depth of subject field knowledge required and the wide scope of cataloguing systems and tools to be applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse specialist/complex material	1.1 Use methods of description for ***specialist/complex material*** which reflect understanding of the principles of bibliographic control, relevant standards and needs of the customer group/s
	1.2 Conduct material analysis in a manner which reflects in-depth knowledge of customer needs, of the subject area and of the range of ***analysis and description*** methods that may be applied
	1.3 Derive concepts from material analysis in a manner which reflects awareness of current industry practice, developments in the subject area and different analysis and description methods
	1.4 Analyse material to meet any relevant industry standards, precedents and techniques

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ELEMENT	PERFORMANCE CRITERIA
2 Describe specialist/complex material	2.1 Select terminology to represent concepts based on in-depth knowledge of suitable headings in the subject area, or new headings, in accordance with accepted industry practice
	2.2 Establish authority files for new headings that are devised and maintained in accordance with accepted industry practice
	2.3 Make appropriate decisions on description of material for which there are no precedents
	2.4 Ensure descriptions meets all relevant industry standards
3 Contribute to enhancement of systems for describing material	3.1 Use knowledge of general developments in library/information services practice to contribute to enhancement of systems
	3.2 Undertake expansion or enhancement of the organisation's systems for describing material or make recommendations to appropriate person/s
	3.3 Ensure changes reflect awareness of changing customer needs and expectations in relation to particular material, and the organisation's directions and priorities

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- creative and critical thinking skills to devise and apply innovative systems of analysis, description and classification to optimise use of information
- problem-solving skills to identify, analyse and develop solutions to systemic analysis and description issues
- planning and organisational skills to use and adapt analysis and description

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Required Skills and knowledge

concepts to create practical operational improvements

- literacy skills to interpret highly specialised or complex information and to use wide ranging analysis and description methods.

Required knowledge

- wide range of ways in which information may be used
- different customer groups and types of libraries and information agencies
- needs and cultural/intellectual/social/business contexts of end users of information
- techniques and protocols for creating appropriate information description and classification systems
- ways of maximising the interface between technology and information in developing useful systems of description and classification
- copyright, moral rights and intellectual property issues and legislation that apply to analysis and description of materials in a wide range of contexts.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- comprehensive knowledge and application of cataloguing and classification principles
- comprehensive knowledge of the institution's goals, objectives and directions
- ability to plan and carry out complex tasks
- application of metadata knowledge to specialist and complex materials/resources
- understanding of information systems data
- practical demonstration of skills using current industry systems and tools to analyse and describe a range of specialist/complex material.

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Context of and specific resources for assessment

Assessment must ensure:

- access to strategic plans and relevant policies and procedures manuals
- use of current industry technologies, cataloguing and classification tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of analysis and description techniques used by the candidate for a range of material that poses different challenges and issues
- evaluation of reports prepared by the candidate highlighting processes and rationale for the analysis and description process.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB505C Analyse and describe information materials
- CULLB506C Catalogue and classify material.

Range Statement

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.

Specialist/complex material to be analysed and described

- print, such as monographs and serials, textbooks, scientific journals, theses, technical works,

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may be:	newspapers, manuscripts, rare books or maps • non-print media such as photographs, music recording, art prints, computer software, material in electronic formats, internet, intranet and other network-based resources • in languages other than English
Analysis and description must be undertaken for:	• specialist and complex material that requires significant analysis, assessment, interpretation and judgement when describing for customer access • situations where subject categories are too specialised to be included in published and commonly used subject headings, and headings specific to the organisation's needs must be devised or adapted • situations where classification system and terms may need to be supplemented to reflect new fields of knowledge or changes in subject matter
Analysis and description may include:	• cataloguing • classification • indexing and abstracting

Unit Sector(s)

Not applicable.

Competency field

Competency field	Information Organisation and Management

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CULLB708C Manage information access

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor and evaluate customer information needs, and to develop and implement appropriate access policies within the organisation.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any information services context who are responsible for developing information access policies at a strategic level. This includes a strong co-operative focus and recognition of broader national initiatives and standards. Work is undertaken autonomously, usually by those with management responsibility.

Information services contexts may include public, corporate or institutional libraries, record management units, government departments or community advisory organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor and evaluate customer information requirements	1.1 Develop and improve ***mechanisms to maintain data*** on collection use and customer access demands
	1.2 Ensure evaluation mechanisms focus both on own collection and external sources
	1.3 Take into account the ***organisation's directions***, ***plans and priorities*** in monitoring and evaluation
2 Develop and maintain policies and strategies for information availability and access	2.1 Develop policies, based on evaluation, and which take account of anticipated developments and provide for unexpected developments
	2.2 Develop policies which meet current organisational ***priorities and strategies***
	2.3 Evaluate potential ***resource implications*** and ensure

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ELEMENT	PERFORMANCE CRITERIA
	policies fall within current budgetary and other resource constraints
	2.4 Maintain awareness of ***technological and other trends*** and their potential impact on medium and long-term policy development
3 Implement and manage information access policies	3.1 Identify barriers to information access and develop strategies to overcome them in accordance with organisational policies
	3.2 Establish processes to coordinate and control collection of information, licensing arrangements and other agreements
	3.3 Provide ***opportunities for maximum input*** from staff and the formal and informal sharing of staff knowledge and expertise
	3.4 Monitor and assess short and long term implications of policies and strategies and take appropriate action
4 Develop and manage cooperative information access activities	4.1 Establish and maintain liaison and working arrangements with other information providers to explore and facilitate resource sharing and other cooperative activities
	4.2 Share research findings, information and ideas with others to facilitate cooperative arrangements
	4.3 Meet the organisation's responsibilities in relation to national initiatives and standards
	4.4 Initiate appropriate cooperative arrangements to bring identifiable benefits to customers
	4.5 Ensure ***co-operative activities*** reflect awareness of relevant local, national and international issues, standards and protocols, and legal and ethical issues
5 Manage change in relation to	5.1 Initiate change in a timely way to address information access arrangements

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ELEMENT	PERFORMANCE CRITERIA
information access	5.2 Introduce and implement change in consultation with all relevant parties
	5.3 Ensure detailed plans for the implementation of change provide for assessment of the impact on communication and training needs and processes

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- planning and organisational skills at a strategic level to develop, manage and maintain potentially complex policies
- problem-solving skills to evaluate and address a wide range of strategic challenges around information access
- communication skills to establish and maintain a wide range of professional relationships and to initiate and manage internal and external consultations
- literacy skills to interpret and communicate complex concepts
- numeracy skills to evaluate and develop budgetary figures.

Required knowledge

- strategic issues, including internal and external factors that impact on the strategic direction of the organisation, and ways in which access strategies and policies integrate with other organisational objectives and strategies
- current technological developments and options for new systems in the library/information services sector
- technical and technical support issues for consideration when introducing new systems
- evaluation strategies in relation to current information access arrangements
- internal and external consultation strategies that underpin policy development for information access
- strategic planning techniques and processes
- current industry trends, networks and co-operative approaches, including national initiatives
- occupational health and safety issues, requirements and legislation in relation to

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Required Skills and knowledge

the introduction of new systems or services

- legal framework in which the organisation operates and its impact on the introduction of new systems and services in a library/information services context
- cultural considerations for the development of information access policies.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to develop and implement strategies for enhanced information access in a specific workplace/organisational context
- comprehensive knowledge of the organisation's goals, objectives, directions and current services
- comprehensive knowledge of external factors and trends that currently impact on information access
- practical demonstration of skills through the development and implementation of access strategies for a specific workplace context.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of and interaction with others to reflect the communication and collaboration aspects of this unit
- assessment is conducted over time to reflect the ongoing monitoring and implementation aspects of this unit
- access to organisational strategic plans and relevant policies and procedures manuals
- access to resources required for conducting evaluation of customer requirements.

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EVIDENCE GUIDE

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of policies and strategies developed by the candidate
- review of reports prepared by the candidate detailing processes undertaken to develop and implement policies, challenges faced and lessons learned for the future.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB508C Monitor and enhance information access
- BSBFLM507B Manage quality customer service
- BSBFLM509B Facilitate continuous improvement
- BSBFLM510B Facilitate and capitalise on change and innovation.

Range Statement

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.

Mechanisms to maintain data may include:

- electronic counting
- surveys
- community consultation
- informal observation
- interviews
- focus groups

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RANGE STATEMENT

Organisation's directions, ***plans and priorities*** may relate to:	• strategic objectives • objectives for particular customer groups • financial targets • community development • collection development
Policies and strategies may relate to many complicated matters involving:	• access to information in a complex and changing environment e.g. access arrangements, local and other network access provision etc. • the organisation's response to electronic publishing, such as electronic journals distributed via telecommunications networks and not by conventional methods • organisation's response to electronic access to information e.g. the 'virtual library'
Resource implications may include:	• training needs • hardware • software • licensing and other legal and ethical issues • subscriptions • telecommunications and other costs • customer education and training needs • support provision
Technological and other trends may include:	• availability of new hardware/software • change in nature of customer usage patterns • change in nature of customer profile • economic issues • political and social issues
Opportunities for maximum input from staff may include:	• workshops/seminars • informal consultation • surveys • staff meetings • staff working parties to address particular issues

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RANGE STATEMENT

Co-operative activities may include:	• development of public programs with other providers • electronic sharing of information

Unit Sector(s)

Not applicable.

Competency field

Competency field	Library Customer Service

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CULMS001B Work with Aboriginal or Torres Strait Islander cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to work with Aboriginal or Torres Strait cultural material in a culturally appropriate manner. The unit focuses on the specific cultural and consultative requirements for the sourcing, handling, interpretation and exhibition of Aboriginal or Torres Strait Islander cultural material. This includes appropriate consultation with the traditional custodians of cultural material.

Ideally, this unit would be trained and/or assessed in conjunction with other technical museum practice units.

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

Application of the Unit

Application of the unit

This unit has particular application to Aboriginal and Torres Strait Islander peoples.

The cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture.

The unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures, which are the cultural and intellectual properties of specific communities across the continent and islands of Australia. These may only be interpreted by appropriate persons, for example those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

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Any organisation or individual planning to train or assess this unit would be expected to work in a culturally appropriate manner with the appropriate Aboriginal or Torres Strait Islander community, for example through the establishment of a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source Aboriginal or Torres Strait Islander cultural material	1.1 Identify ***cultural material*** which may be appropriate for exhibition or display within a given ***museum collection***
	1.2 Take steps to identify and confirm traditional ownership of cultural material and consult with appropriate community
	1.3 When appropriate, use consultations with traditional custodians to determine suitable keeping place for materials not authorised for general exhibition
	1.4 Negotiate permission and advice for the use of cultural material in accordance with ***cultural protocols***
	1.5 Complete administrative process in accordance with ***cultural protocols***
	1.6 Take account of ***issues and protocols*** in relation to the return of cultural material to local Aboriginal or Torres Strait Islander communities
2 Handle Aboriginal or Torres Strait Islander cultural material	2.1 Describe, move, store and maintain cultural material in accordance with the wishes and cultural requirements of custodians
	2.2 Communicate specific ***cultural requirements*** to colleagues to ensure material is handled appropriately at all times and with the agreed involvement of traditional custodians or Indigenous people
3 Prepare Aboriginal or Torres Strait Islander cultural material for exhibition	3.1 Consult with custodians to determine culturally appropriate approaches to promotion, exhibition and display of material, including ***limitations*** on mode of exhibit
	3.2 Develop culturally appropriate ***interpretive approaches*** in consultation with custodians
	3.3 Develop ***exhibition support materials*** which take

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ELEMENT	PERFORMANCE CRITERIA
	account of cultural protocols in consultation with custodians
	3.4 Communicate ***requirements for the exhibition*** of cultural material to colleagues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills to source material relevant to a given context
- communication and negotiation skills to liaise and consult with community members and custodians
- literacy skills to develop support materials for an exhibition of Aboriginal or Torres Strait Islander cultural material.

Required knowledge

- scope of Aboriginal or Torres Strait Islander cultural material which may be appropriate for exhibition or display
- appropriate keeping places for cultural material not suitable/forbidden for exhibition or display
- issues and protocols relating to the return of cultural material to Aboriginal or Torres Strait Islander communities
- copyright, moral rights and intellectual property issues and legislation with particular reference to Aboriginal or Torres Strait Islander cultural material
- sources of support for the development of Aboriginal or Torres Strait Islander collections
- current conventions of collection management and its adaptation including appropriate consultations and respect for traditional custodianship when working with Aboriginal or Torres Strait Islander cultural material, including non-western concepts of collecting
- cultural protocols and appropriate consultations for the negotiation of Aboriginal or Torres Strait Islander community permission to use cultural material
- cultural protocols and appropriate consultations for the identification, movement, storage and maintenance of cultural material in the relevant community context
- cultural protocols and appropriate consultations for the exhibition of cultural

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REQUIRED SKILLS AND KNOWLEDGE

material in the relevant community context

- current industry policy on the acquisition and management of Aboriginal or Torres Strait Islander cultural material.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of the cultural protocols and practices as well as appropriate consultative processes associated with the handling of Aboriginal or Torres Strait Islander cultural material
- application of knowledge to a particular collection and community context.

Context of and specific resources for assessment

Assessment must ensure:

- involvement in the assessment process of persons approved of by Elders, appropriate persons or custodians of the relevant Aboriginal or Torres Strait Islander community
- access to Aboriginal or Torres Strait Islander cultural material or information on material when access is not available.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of a project undertaken by the candidate to develop and exhibit a collection within an

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EVIDENCE GUIDE

Aboriginal or Torres Strait Islander community

- evaluation of a project undertaken by the candidate to research and document the cultural significance of particular cultural materials
- oral or written questioning to assess knowledge of appropriate protocols and consultation processes.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other collection management units.

Range Statement

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.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- post colonisation
- technological/industry items
- textiles
- works on paper/canvas

A museum collection is defined very broadly and may relate to:

- cultural heritage
- history
- art

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RANGE STATEMENT

	• science • plants and animals • other aspects of the natural environment • materials with a cultural/spiritual significance • living styles • ceremony e.g. dance, music • any other heritage resource
Cultural protocols may relate to:	• identification of appropriate people to be consulted • ways in which consultations should be conducted • occasions when consultation is required • handling of cultural material • display of cultural material • communication about cultural material • acknowledging participation and ownership
Issues and protocols related to the return of cultural material to communities may relate to:	• local consultations and agreements on return of material • undertaking appropriate processes to facilitate return of material • negotiation with current holders of material • identification and representation of recipients/custodians • how and where to return cultural material Note: The return of human skeletal remains has a specific set of cultural consultations and requirements that must be observed.
Cultural requirements for the handling of material may relate to:	• who can describe or handle material • when material can be handled • the way material should be transported • use of equipment or tools • storage of material • who can view material • access to material and associated research
Limitations on exhibition of	• identification • access e.g. issues around women's and men's

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RANGE STATEMENT

cultural material may relate to:	business, secret, sacred material • interpretation/descriptive or explanatory writing • consultation with and involvement of appropriate Aboriginal or Torres Strait Islander community members • fragility of the material
Interpretive approaches may relate to:	• Aboriginal or Torres Strait Islander community wishes for the way material is interpreted • consultation with and involvement of appropriate Aboriginal or Torres Strait Islander community members • knowledge of existing collections
Exhibition support materials are those developed with appropriate consultation and permissions and may include:	• advertising materials • interpretive documents • photographs • online information • merchandising • publications
Requirements for the exhibition of cultural material may relate to:	• restrictions on those able to interpret material for visitors • special handling requirements/restrictions • access restrictions • placement of items within the collection • environmental requirements

Unit Sector(s)

Not applicable.

Competency field

Competency field	Aboriginal or Torres Strait Islander Museum Practice

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CULMS002B Research and evaluate Aboriginal or Torres Strait Islander cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research the context and interpretation of Aboriginal or Torres Strait cultural material. As such, the unit focuses on the skills to analyse cultural material, including current collections and the impact of post-colonial history. These skills then form the basis for appropriate treatment and interpretation of cultural material. The unit includes a focus on appropriate consultation with the traditional custodians of cultural material.

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

Application of the Unit

Application of the unit

This unit has particular application to Aboriginal or Torres Strait Islander peoples.

The cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture.

The unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures, which are the cultural and intellectual properties of specific communities across the continent and islands of Australia. These may only be interpreted by appropriate persons, for example those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

Any organisation or individual planning to train or assess this unit would be expected to work in a culturally appropriate manner with the appropriate Aboriginal or

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Torres Strait Islander community, for example through the establishment of a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research the context	1.1 Identify ***relevant sources of information*** on ***cultural***

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ELEMENT	PERFORMANCE CRITERIA	
of Aboriginal or Torres Strait Islander cultural material		***material*** and the ***context*** for its interpretation
	1.2	Use ***formal and informal research techniques*** in a culturally appropriate manner to access ***information***
	1.3	Critically evaluate the validity of the range of interpretations of cultural material and the cultural relevance to its traditional custodians
2 Assess post-colonial interpretation of Aboriginal or Torres Strait Islander cultural material	2.1	Critically evaluate the ways in which different aspects of post-colonisation history have affected the interpretation of Aboriginal or Torres Strait Islander cultural material
	2.2	Critically evaluate collections in relation to the ***context*** in which materials were collected and interpreted and the respect shown for ***cultural protocols*** in sourcing, handling and exhibiting cultural material
	2.3	Assess ways in which interpretations by those other than traditional custodians may have impacted on communities and/or individuals
3 Develop approaches to the interpretation of Aboriginal or Torres Strait Islander cultural material	3.1	Identify and explore potential ***new and appropriate approaches to the interpretation*** of ***cultural material*** based on knowledge and understanding of consultation with traditional custodians and respect for their wishes
	3.2	Integrate the concept and practice of community consultation within interpretive approaches
	3.3	Develop substantiated positions for interpretive approaches
	3.4	Enhance interpretative approaches ***by challenging and adapting*** own ideas
4 Communicate new approaches to stakeholders	4.1	Identify ***key stakeholders*** in the interpretation and exhibition of cultural material, including traditional custodians

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ELEMENT	PERFORMANCE CRITERIA
	4.2 Consult and negotiate ways with stakeholders in culturally appropriate ways to interpret Aboriginal or Torres Strait ***Islander cultural material*** in accordance with wishes of traditional custodians

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research and critical-thinking skills to analyse, interpret and present complex and varied references for application to cultural material
- literacy skills to critically evaluate and communicate ideas and concepts surrounding cultural material.

Required knowledge

- broad range of sources of information about post-colonial history, theory and cultural practice relating to Aboriginal or Torres Strait Islander cultural material
- key aspects of post-colonial history and its impact on the collection and interpretation of Aboriginal or Torres Strait Islander cultural material
- copyright, moral rights and intellectual property issues and legislation with particular reference to Aboriginal or Torres Strait Islander cultural material
- cultural protocols and appropriate consultations for the movement, storage and maintenance of cultural material in the relevant context/type of display
- cultural protocols for the exhibition of cultural material in the relevant community context.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction

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with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound knowledge of information sources for Aboriginal or Torres Strait Islander cultural material
- knowledge of cultural protocols and practices as well as appropriate consultative processes in seeking information
- application of research and analytical skills to evaluate Aboriginal or Torres Strait Islander cultural material and its context.

Context of and specific resources for assessment

Assessment must ensure:

- involvement in the assessment process of persons approved of by Elders, appropriate persons or custodians of the relevant community
- access to sources of information on Aboriginal or Torres Strait Islander cultural material.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- project to research a specific collection of Aboriginal or Torres Strait Islander cultural material
- project to research and document the cultural significance of particular objects
- case studies to assess ability to research and use different types of information in the analysis of cultural material
- oral or written questioning to assess knowledge of cultural material.

Holistic assessment with other units relevant to the industry sector, workplace and job role is

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EVIDENCE GUIDE

recommended, for example:

- CULMS001B Work with Aboriginal or Torres Strait Islander cultural material
- other collection and exhibition management units.

Range Statement

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.

Relevant sources of information may include:

- community members (family groups, cultural educators, Elders)
- libraries
- museums
- archives
- cultural centres
- community organisations
- Indigenous units within local, state or national bodies

Cultural material may be:

- part of an existing collection (public or private)
- not yet part of a collection
- held by the local Aboriginal or Torres Strait Islander community or broader community
- held by an organisation external to the community
- held by individuals
- in the care of traditional custodians

The ***context*** of cultural material may relate to:

- pre-colonisation cultural practices
- post-colonisation collection and interpretive practices
- cultural/spiritual significance of cultural material to community
- the way material was acquired and historical view

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RANGE STATEMENT

of Indigenous collections
- treatment of collection materials
- dispersal of skeletal remains and cultural materials within and outside of Australia
- men's or women's business
- secret or non-secret business
- rarity
- locality

Formal and informal research techniques may include:

- discussion
- note taking, listing
- interviews
- questionnaires
- critical discourse
- analysis
- reflection
- comparing information
- summation
- judgement
- observation

Information may relate to:

- philosophy
- Indigenous world views
- effects of colonisation on Indigenous lives and cultures
- dreaming stories
- world histories
- cultural issues
- spiritual beliefs
- aesthetics
- politics
- gender and identity issues
- land and place - traditional custodians of Country
- signs and symbols in cultural practice
- evaluative criticism in relation to interpretations made by post-colonial interpreters
- oral histories

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RANGE STATEMENT

Cultural protocols may relate to:

- acquisition of material
- transportation
- storage
- written documentation on cultural materials
- exhibition
- geographic location
- degree of consultation with traditional custodians
- respect for the wishes of traditional custodians

New and appropriate approaches to interpretation may relate to:

- local Aboriginal or Torres Strait Islander community involvement
- different perceptions of both pre and post-colonial history
- interpretation in the context of post-colonial effects and behaviours
- local history
- oral histories
- appropriate consultation with traditional custodians
- respect for the wishes of traditional custodians
- industry/sector debate

Challenging and adapting ideas may include:

- comparing
- contrasting
- reflecting
- critiquing
- judging
- considering merit
- discussing and debating

Key stakeholders may include:

- Indigenous communities, including traditional custodians
- current holders of collections (private and public)
- cultural centres
- Indigenous units within local, state and national bodies
- museum/heritage organisations

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Unit Sector(s)

Not applicable.

Competency field

Competency field	Aboriginal or Torres Strait Islander Museum Practice

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CULMS003B Move/store cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to handle, pack and unpack cultural material for movement and/or storage. The unit requires knowledge of techniques and materials that may be used for different types of cultural material.

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

Application of the Unit

Application of the unit

This unit applies to individuals who may be required to handle, move and store cultural material. Work would generally be carried out under supervision and within established guidelines.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Determine movement/ storage requirements	1.1	Correctly interpret ***documentation*** to determine scope of work required for ***movement and storage***
	1.2	Organise or access ***cultural material*** to be moved or stored in accordance with ***specific requirements*** and general organisational procedures
	1.3	Take account of cultural protocols which impact on movement/storage activities
	1.4	Confirm procedures to be followed with relevant personnel
	1.5	Identify the need for specialist advice or assistance and take action accordingly
2 Pack/unpack cultural material	2.1	Handle ***cultural material*** safely and in a manner which maintains the integrity of the material
	2.2	Safely use packing equipment, tools and ***materials***

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ELEMENT	PERFORMANCE CRITERIA
	for movement/storage which maintain the integrity of the ***cultural material*** and which are appropriate for the ***transportation*** or storage context
	2.3 Observe conservation requirements in accordance with organisational procedures and guidelines and direction from relevant personnel
	2.4 Use safe manual handling procedures throughout the process to avoid injury or damage
	2.5 Clearly and accurately mark packaging to facilitate easy identification by others during transportation or within storage facilities
3 Move/store cultural material	3.1 Handle ***cultural material*** in a manner which protects individual items and assists efficient loading/unloading processes
	3.2 Install or position ***cultural material*** in appropriate location or storage area according to directions
	3.3 Clear and clean work areas in accordance with organisational procedures
	3.4 Identify any hazardous items and load these in a manner which minimises health and safety risk
	3.5 Inspect load prior to ***transportation*** to ensure that all items are loaded appropriately, and make adjustments as required
	3.6 Retain/store packaging materials in accordance with organisational ***procedures and guidelines***
	3.7 Promptly identify any problems, take action within scope of individual responsibility or refer to appropriate personnel
4 Maintain movement/storage records	4.1 Accurately update existing records and prepare new ***records*** in accordance with organisational procedures and practices
	4.2 Make documents readily accessible and place safely

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ELEMENT	PERFORMANCE CRITERIA
	in their allotted location for ease of retrieval, in accordance with organisational ***procedures and guidelines***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and organisational skills to complete processes and to follow procedures in a logical and timely fashion
- literacy skills to interpret documentation used for movement and storage
- numeracy skills to count items and to take basic measurements.

Required knowledge

- packing and storage techniques for different types of cultural material (relevant to the work context)
- differences in approach between short-term movement/storage and long-term storage
- conservation issues to be considered when moving/storing cultural material (overview knowledge only)
- security issues to be considered when moving/storing cultural material
- cultural protocols to be observed for different types of material, including those for Aboriginal or Torres Strait Islander material
- typical record keeping procedures for collection movement and storage
- safe work and manual handling procedures.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction

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with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of handling/movement/storage techniques and procedures for different types of cultural material (relevant to the work context)
- demonstration of safe and correct procedures for the handling/movement/storage of collection items.

Context of and specific resources for assessment

Assessment must ensure:

- access to a collection
- access to materials, tools and equipment for packing and storage including transportation/storage areas
- access to relevant policies and procedures manuals.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate handling and packing cultural material
- inspection of items packed or stored by the candidate
- oral or written questioning to assess knowledge of handling and packing techniques for different types of cultural material, safety requirements.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFSAF01B Follow health, safety and security procedures.

This unit also underpins the following unit:

- CULMS605C Develop and implement procedures

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EVIDENCE GUIDE

for the movement and storage of cultural material.

Range Statement

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.

Documentation may include:

- work instructions
- transportation documentation
- collection records
- lending/borrowing documentation
- storage details

Movement and storage may be:

- internally (within organisation or same building)
- externally
- long/short distance

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Specific requirements may relate to:

- use/non-use of certain items
- additional protection

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RANGE STATEMENT

- environmentally controlled packaging
- cultural protocols, including Indigenous protocols
- object support systems for moving/transfer
- object moving equipment

Materials for movement/storage may include:

- containers
- coverings
- acid free interleaving or wrapping
- protective wrapping (bubble wrap, cellaire, cardboard)
- protective enclosure (canisters, tubing, boxes, crates)
- negative sleeves, folders, enclosures, CD cases
- gloves
- cushioning material
- packing/cotton tape
- trolleys
- trucks

Procedures and guidelines may relate to:

- conservation
- security
- environment
- handling methods

Transportation may be by:

- hand
- trolley/box
- road
- rail
- sea
- air

Records may be:

- pro-forma
- reports
- transportation documentation
- computerised entries
- digital documentation
- barcoding

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RANGE STATEMENT

Unit Sector(s)

Not applicable.

Competency field

Competency field Collection Management

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CULMS004B Integrate knowledge of education and learning into museum activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use knowledge of education and learning to develop and enhance museum activities.

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

Application of the Unit

Application of the unit

Education is a key focus for many cultural institutions. This unit concentrates on knowledge of educational structures, different learning styles and general educational issues as they apply to museum activities. This unit applies to visitor services staff such as guides and education activity coordinators who work autonomously with some guidance from others, and within established organisational procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate the educational focus of the organisation	1.1 Evaluate the ***role of education*** in the overall scope of the organisation's activities and its impact on different work practices
	1.2 Assess the benefits of an ***educational focus*** for organisation activities and the ways in which this contributes to sustainable museum practice
2 Integrate knowledge of education and learning into museum activities	2.1 Develop museum activities and programs which integrate key educational principles as appropriate to the target audience
	2.2 Use ***knowledge of educational structures***, processes and procedures to enhance the quality of museum services
	2.3 Use knowledge of different ***learning styles and principles*** to enhance the quality of museum services
	2.4 Pro-actively communicate with colleagues on

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ELEMENT	PERFORMANCE CRITERIA
	educational issues and trends to support the integration of education into relevant work activities
3 Update knowledge of education and learning	3.1 Identify and use ***opportunities to update knowledge*** of current and emerging educational issues
	3.2 Identify and access relevant professional education networks
	3.3 Incorporate updated knowledge appropriately into work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to liaise and consult with colleagues on educational issues as they relate to other areas of work within the museum
- learning skills to pro-actively expand and update education and learning knowledge
- literacy skills to interpret a wide range of educational information dealing with complex ideas.

Required knowledge

- educational role of museums in the community (past, current and emerging) including the link between education and sustainable museum practice
- relevant state/territory educational structures, processes and procedures
- education networks and support services available to the museum professional
- current and emerging philosophies of learning
- principles of interpretation as they apply to museum education and visitor services
- principles of communication as they apply to different visitor groups.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of current educational structures and processes in the relevant state/territory
- knowledge of current philosophies and trends in relation to learning and learning styles
- effective use of knowledge in the development of a range of museum activities.

Context of and specific resources for assessment

Assessment must ensure:

- access to a collection/site for which educational activities/programs can be developed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of education programs developed by the candidate
- evaluation of programs developed by the candidate to meet a range of different educational needs and scenarios
- oral or written questioning to assess knowledge of educational structures, processes and procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

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.

Role of education in the organisation may relate to:

- nature of audiences for different activities
- role of the organisation within the community
- positioning of the organisation
- organisational mission and objectives
- historical precedent
- availability of expertise
- links with educational institutions
- level of commercial involvement
- collection management
- exhibition development
- visitor services

Ways in which ***educational focus may enhance*** the quality of services may relate to:

- enhanced audience development
- enhanced visitor experience
- improved links with local community
- enhanced accountability for public funding
- sustainability

Knowledge of educational structures, ***processes and procedures*** may relate to:

- structure of education system in relevant state/territory
- operating structures of schools, colleges etc.
- key education networks
- curriculum development
- curriculum interpretation
- training delivery
- assessment procedures and processes
- National Curriculum Framework and Key Learning Areas and Outcomes by Stages

Learning styles and

- principles of adult learning
- principles of young children's learning

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RANGE STATEMENT

principles may relate to:

- different learning styles of particular groups (families, tourists, adults, culturally diverse, young children, people with disabilities)
- key principles in developing learning materials and designing educational experiences
- interpretive techniques
- interactive teaching - learning behaviours in museums

Opportunities to update knowledge may include:

- informal discussions with colleagues
- seminars
- formal training programs
- formal and informal research
- educational or industry journals
- further study
- Internet

Unit Sector(s)

Not applicable.

Competency field

Competency field Education and Visitor Services

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CULMS005B Research and generate ideas for exhibition concepts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research and generate ideas for exhibition concepts. The unit focuses on exploring different themes and potential storylines to inform the overall concept development process.

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

Application of the Unit

Application of the unit

This unit applies to individuals who explore and develop concepts and ideas for any type of cultural exhibition. It therefore requires well developed creative thinking and research skills, supported by a good knowledge of the collection and interpretive techniques. In larger organisations this role may be undertaken by professional specialists but the unit is relevant to generalists in small museums and galleries, and to individual creative practitioners who may develop exhibition concepts for their own work.

Work is carried out autonomously but in consultation and collaboration with others.

The unit does not encompass the overall design and development of an exhibition. Those skills are covered in CULMS008A Conceive, develop and realise exhibition designs.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Generate initial ideas	1.1	Explore ideas in the context of the collection
	1.2	Evaluate the *nature*, ***needs and expectations of the audience***
	1.3	Identify and confirm the ***purpose***, ***scope and*** objectives of the ***exhibition*** in consultation with relevant ***stakeholders***
	1.4	Develop broad parameters for content, based on

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ELEMENT	PERFORMANCE CRITERIA
	overall objectives, audience needs and ***collection/organisational parameters***
2 Conduct research	2.1 Undertake relevant research to identify the historical, cultural and other influences that impact on concept development
	2.2 Undertake ***critical analysis* of *sources and references*** to inform concept development
	2.3 Identify and source appropriate specialists who may be able to contribute to the concept
	2.4 Explore and adapt relevant ideas from other practitioners or exhibitions with consideration of intellectual property, moral rights and copyright requirements
3 Develop/expand ideas and concepts	3.1 Develop and expand ideas in response to research findings in the context of the collection
	3.2 Identify, select and develop appropriate storylines and interpretive messages based on outcomes of research, audience needs and organisational priorities
	3.3 Challenge and test own ideas and approaches taken to ensure responsiveness to project and audience needs
	3.4 Prepare concept proposals in an ***appropriate format*** and consult with relevant stakeholders to gain required approvals

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- creative thinking skills to develop, explore, test and challenge ideas
- research skills to investigate and interrogate a wide range of information sources
- communication skills to liaise and consult with others on complex ideas and concepts
- literacy skills to analyse a broad range of information and to communicate complex ideas in innovative ways.

Required knowledge

- sources of information and research data relevant to the collection
- processes for drawing links between the collection, research data and audience needs
- roles of different people involved in the exhibition development process and how these interrelate
- current trends in exhibition development
- concepts of themes, sub-themes, storylines and interpretation within exhibition development
- copyright, moral rights and intellectual property legislation and issues that impact on exhibition concept development
- cultural protocols relevant to exhibition concept development, including those for the exhibition of Aboriginal or Torres Strait Islander material.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- application of sound research and analytical skills to inform concept development
- generation of creative ideas, storylines, messages and concepts for a particular concept and target audience.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- access to a collection around which an exhibition ideas and concepts can be developed
- access to relevant research materials and information sources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of exhibition ideas and concepts (with rationale) generated by the candidate to develop storylines and concepts for particular collections or audiences.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Nature*, *needs and expectations of the audience may relate to:

- age
- gender
- educational level
- existing knowledge of subject
- familiarity with collection

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RANGE STATEMENT

- cultural preferences/cultural diversity
- special interest
- disability access

Purpose, ***scope and objectives*** of the exhibition may relate to:

- education
- entertainment
- financial targets
- co-operative approaches
- representation
- audience development
- community involvement
- debate

An ***exhibition*** may be held in many different contexts /environments and these may include:

- museums
- galleries
- libraries
- other visitor attractions
- theme parks
- corporate events
- festivals

An ***exhibition*** may be:

- temporary
- permanent
- virtual
- travelling

Stakeholders may include:

- boards of management
- organising committees
- other management
- local community
- local authorities
- customers/visitors
- colleagues
- performers/artists
- technical/subject specialists
- exhibition construction specialists
- designers

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RANGE STATEMENT

- curators
- conservators
- education officers
- cultural groups
- those to be represented in the exhibition

Collection/organisational parameters may relate to:

- established themes/sub-themes
- current exhibition policies
- potential for accessing additional items
- budgetary or other resource limitations

Critical analysis may involve:

- making judgements about relevance of information and ideas
- considering how ideas may be adapted
- considering how ideas may be challenged
- drawing links between references and potential concepts
- evaluating work of others

Sources and references 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 and object files
- other exhibitions/collections
- oral histories/oral traditions
- private collectors
- archives
- letters/diaries/newspapers

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RANGE STATEMENT

Appropriate format for presentation of ideas may be:	• drawings • paintings • models • graphic formats • video • photographs • plans • verbal description • electronic presentations • storyboards • performance/installation • display of exhibits • printed format - signs, labels, report

Unit Sector(s)

Not applicable.

Competency field

Competency field	Exhibition Development and Management

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CULMS006B Develop and implement the interpretive_communication strategy for an exhibition

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop the overall interpretive/communication strategy for an exhibition. The unit focuses on analysis, strategy development, implementation and evaluation.

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

Application of the Unit

Application of the unit

This unit applies to individuals responsible for the development and implementation of strategic communication approaches for any type of cultural exhibition. It requires the application of significant planning, organisational and communication skills underpinned by extensive knowledge of exhibition communication options.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse communication needs	1.1 Analyse overall ***exhibition*** concept to determine broad parameters for the communication strategy
	1.2 Review other relevant exhibition documentation to inform strategy development
	1.3 Source relevant information on ***audienceprofile*** and conduct appropriate research on characteristics and needs
	1.4 Analyse the ***links between audience***, ***overall concept and proposed storylines and themes***
	1.5 Consult with appropriate colleagues and ***stakeholders*** to determine and clarify communication needs
2 Develop communication strategy	2.1 Develop the various ***aspects of the communication strategy*** based on analysis and consultation
	2.2 Develop ***options and approaches*** which take account

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ELEMENT	PERFORMANCE CRITERIA
	of audience needs, overall objectives, operational constraints and the principles of universal access
	2.3 Refine strategy through testing and challenging of ideas and approaches
	2.4 Consult with appropriate colleagues to ensure a co-operative and holistic approach to exhibition development
	2.5 Identify the need for ***specialist advice*** and assistance for the implementation of the communication strategy
	2.6 Prepare details of strategy in ***appropriate format*** and communicate to relevant colleagues and stakeholders
3 Oversee implementation of communication strategy	3.1 Organise/allocate ***resources for development of materials*** to support the communication strategy
	3.2 Monitor the production of materials and make appropriate adjustments to ensure communication objectives are met
	3.3 Facilitate continuing holistic approach through ongoing consultations with other exhibition personnel
4 Evaluate communication strategy	4.1 Develop and agree on appropriate evaluation mechanism with relevant stakeholders
	4.2 Evaluate success of communication strategy using agreed ***evaluation mechanisms***
	4.3 Integrate knowledge gained from evaluation into future work activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and organisational skills to develop an integrated and operationally realistic communication strategy for an exhibition
- problem-solving skills to address challenges and issues which arise in the realisation of the communication strategy
- research skills to identify and analyse a wide range of known and unknown information sources
- communication skills to undertake consultations at various levels with both colleagues and other stakeholders
- literacy skills to both analyse and communicate complex ideas
- numeracy skills to develop, allocate and manage resources.

Required knowledge

- roles of different people involved in the exhibition development process and how these interrelate
- role of an exhibition communication strategy and its impact on all aspects of exhibition development and implementation
- concepts of themes, sub-themes, storylines and interpretation within exhibition development
- principles of interpretation at a detailed level
- processes for drawing links between the collection, 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 communication strategies
- cultural protocols relevant to the development of communication strategies, including those for the exhibitions of Aboriginal or Torres Strait Islander material
- principles of universal access and different audience communication needs, including potential specific needs.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated ability to develop and implement creative communication approaches which meet audience and organisational needs for a specific exhibition concept
- detailed knowledge of different communication strategies and mechanisms used in the context of exhibition development.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of, and interaction with, an exhibition team to reflect the collaborative nature of the development process
- access to an exhibition concept/idea for which a communication strategy can be developed
- access to resources required to produce communication support materials.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of exhibitions for which the candidate has developed the communication strategy
- evaluation of candidate's ability to develop and adapt options and approaches for different collection/exhibition scenarios.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS005B Research and generate ideas for

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EVIDENCE GUIDE

exhibition concepts.

Range Statement

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.

An ***exhibition*** may be held in many different contexts /environments, and these may include:	• museums • galleries • libraries • other visitor attractions • theme parks • corporate events • festivals
An ***exhibition*** may be:	• temporary • permanent • virtual • travelling
Audience profile may relate to:	• age • gender • educational level • familiarity with collection • cultural preferences/cultural diversity • special interest
Links between audience, ***overall concept and proposed storyline and themes*** may relate to:	• appropriateness of different technologies • social /political/cultural • emotional • educational issues • special needs considerations

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RANGE STATEMENT

- preferred learning styles

Stakeholders may include:

- boards of management
- organising committees
- other management
- local community
- local authorities
- customers
- colleagues
- performers/artists
- technical specialists
- exhibition construction specialists
- designers
- curators
- conservators
- education officers
- cultural groups related to the exhibition

Aspects of the communication strategy may include:

- physical display
- labels
- interactive elements
- audio /audiovisual
- promotional materials (brochures, tickets, posters)
- live interpretation
- publications
- access issues
- artist performance
- story telling

Options and approaches may relate to use of:

- colours
- fonts/typefaces
- diagrams
- graphics
- photographs
- signs
- maps
- charts
- text

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RANGE STATEMENT

- pictorial depictions
- grammar and style

Specialist advice and assistance may relate to:

- technology
- construction
- printing
- graphic design
- public relations
- learning styles
- audience needs
- interactive/multimedia design

Appropriate format for strategy details may be:

- drawings
- models
- graphic formats
- video
- photographs
- plans
- verbal description
- electronic presentations
- printed report

Resources for development of materials may be internal or external and could include:

- specialist practitioners
- budgetary allocation
- equipment
- tools
- materials (papers etc.)

Evaluation mechanisms may be formative or summative and may include:

- surveys
- informal customer or staff feedback
- participation/attendance levels
- patterns of usage/attendance
- financial success
- observation
- interviews
- focus groups

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Unit Sector(s)

Not applicable.

Competency field

Competency field	Exhibition Development and Management

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CULMS007B Design and develop interpretive displays

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop small displays for the interpretation of a collection/site.

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

Application of the Unit

Application of the unit

This unit applies to individuals who develop small interpretive displays of cultural material. It is most relevant to people working independently or in small organisations who need some visual design and interpretive skills to present material in creative and interesting ways. However, the unit is generalist in nature and does not reflect the skills of a specialist exhibition or display designer.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop ideas for displays	1.1 Explore ***interpretive display*** ideas in the context of the collection
	1.2 Evaluate existing storylines or conduct research to develop new themes/storylines
	1.3 Research ***relevant information on audience profile*** and needs to inform interpretive approach
	1.4 Consult with appropriate colleagues and other ***stakeholders*** to confirm exhibition/display objectives
	1.5 Identify the need for and seek assistance from interpretive or subject matter specialists where appropriate
	1.6 Obtain and assess ***operational information*** which may impact on the development of display
	1.7 Prepare display proposal where appropriate and consult with stakeholders

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ELEMENT	PERFORMANCE CRITERIA
2 Create interpretive displays	2.1 Plan and schedule the display approach and communication media based on collection analysis, audience needs, ***established techniques*** and available resources
	2.2 Organise the overall display space to take account of safety requirements and overall objectives
	2.3 Integrate the principles of universal access into display design
	2.4 Challenge and test designs through own evaluation and consultation
	2.5 Select and organise relevant ***materials and equipment*** which take account of collection requirements
	2.6 Make ***creative use of available materials and supplies***
	2.7 Create/install the display in accordance with relevant safety/security considerations
3 Evaluate interpretive displays	3.1 Obtain formal and informal feedback from customers on effectiveness of display materials
	3.2 Use relevant feedback to enhance current/future displays

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to consult effectively with colleagues and stakeholders
- organisational skills to organise and coordinate processes and resources for

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REQUIRED SKILLS AND KNOWLEDGE

displays

- visual literacy skills to work at a basic level with colour, shape and layout
- literacy skills to develop interpretive labels and other materials.

Required knowledge

- role of interpretive displays in enhancing access to cultural material
- techniques and conventions for effective label development - production and installation
- techniques and conventions for creating small displays
- range of materials and equipment which can be used for interpretive displays in the relevant work context
- potential uses of technology in interpretive displays
- 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
- occupational health and safety requirements in relation to use of equipment and the overall safety of displays
- principles of universal access in relation to displays.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of research and analysis skills to develop ideas for interpretive displays • knowledge and application of different display techniques for collection interpretation • demonstration of skills through the design and development of displays for an actual collection/site/exhibition.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- access to a collection/site for which the candidate can develop displays.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of displays developed by the candidate
- evaluation of candidate's ability to design materials for different collection/site scenarios
- oral or written questioning to assess knowledge of display techniques and conventions
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS005B Research and generate ideas for exhibition concepts
- BSBDES301A Explore the use of colour
- BSBDES302A Explore and apply the creative design process to 2D forms
- other exhibition design units.

Range Statement

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

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RANGE STATEMENT

the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Interpretive display may include:

- display stands
- labels
- photographs
- signs
- maps
- charts
- diagrams
- electronic presentations
- support materials (publications, guides, handouts, activity books)

Relevant information on audience profile may include:

- age
- gender
- physical capabilities
- educational level
- familiarity with collection/site
- cultural preferences/cultural diversity
- special interest
- disability access

Stakeholders may include:

- boards of management
- local community
- designers
- curators/subject matter experts
- visitors
- display specialists
- conservators
- curators
- cultural groups
- access specialists
- school/education specialists

Operational information may include:

- size of display area e.g. booth, stage
- lighting
- type of wall
- movement of visitors through the space

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RANGE STATEMENT

- floor plans
- type of surface on which display is to be created
- set-up times and duration
- occupational health and safety requirements
- budget allocation
- need for utilities e.g. electricity
- security issues
- duration of exhibition
- collection needs

Established techniques may relate to:

- organisational or industry standards
- principles of design
- use of fonts/typefaces
- grammatical correctness
- relationship of cultural material to display mechanism
- technicality of language
- balance of text and pictorial content
- ensuring access to information
- creative interpretation techniques
- use of colour
- use of conventions for information such as dates, names etc.
- use of juxtaposition
- label hierarchies
- choice of materials for label production and supports

Materials and equipment may include:

- pens/markers
- paint
- fabric
- flags
- signs
- boards
- perspex
- paint brushes
- printed materials
- 3 dimensional materials
- freestanding display cases/stands

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RANGE STATEMENT

- screens
- plinths
- furniture
- scissors /knives
- adhesives
- velcro
- pins
- string
- audio-visual systems, videos, sound systems
- computers
- rulers/tape measures
- tools

Creative use of available materials and supplies may involve:

- experimenting with colour, shape or texture
- testing different approaches
- placing items in a range of different ways
- using sound or light differently

Unit Sector(s)

Not applicable.

Competency field

Competency field Exhibition Development and Management

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CULMS008B Conceive, develop and realise exhibition designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake the complete exhibition design process, from initial conception of ideas to the final realisation of the design.

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

Application of the Unit

Application of the unit

This unit brings together the wide range of highly-developed creative, technical and business skills required by an exhibition designer operating autonomously in consultation with a broad range of stakeholders. This unit goes beyond the skills normally required by an individual creative practitioner to exhibit his or her own work.

The unit has strong links to a wide range of other units dealing with specific creative, technical and business skills. This unit is focused on physical exhibition design.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret the brief	1.1 Analyse the brief to determine overall exhibition concepts
	1.2 Participate in preliminary concept meetings with ***appropriate personnel*** to discuss ***exhibition requirements***
	1.3 Identify all ***relevant factors which may determine and affect the design***
	1.4 Discuss and agree upon the ***role of the designer*** in the overall exhibition development
2 Conduct and evaluate research	2.1 Assess the material to be exhibited in relation to the development of the design
	2.2 Identify and source references which may inform the design process
	2.3 Critically analyse ***sources and references*** in the context of the current design project
	2.4 Consider the impacts and potential of new and

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ELEMENT	PERFORMANCE CRITERIA
	emerging technologies to inform the design
	2.5 Collect, collate and adapt materials to develop initial design concepts
3 Generate and assess ideas	3.1 Generate a range of ideas for the design which respond sympathetically to the brief and provide creative solutions to technical issues
	3.2 Discuss ideas and collaborate with relevant personnel to ensure contribution of ideas to the initial concept
	3.3 Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet the brief
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 • collection needs are taken into account • research findings are incorporated • ideas are technically feasible and demonstrate awareness of parameters and resource constraints • 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 ***accurate records of the design***, including all relevant information

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ELEMENT	PERFORMANCE CRITERIA
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, ***occupational and public health and safety legislative 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

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, negotiation and leadership skills to collaborate with a wide range of stakeholders on complex design issues and challenges
- creative and critical thinking skills to explore, develop, test and challenge design

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REQUIRED SKILLS AND KNOWLEDGE

ideas and concepts

- planning and organisational skills to integrate a wide range of conceptual, operational and business factors to realise design implementation
- problem-solving skills to pro-actively interrogate the quality and effectiveness of ideas and designs, and to develop creative solutions to complex challenges
- research skills to determine appropriate source and critically evaluate and adapt information to exhibition design
- literacy skills to analyse and communicate information dealing with complex concepts
- numeracy skills to work with budgets, including estimating and adjusting costs.

Required knowledge

- role of exhibition design within the overall exhibition development process
- 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 within an exhibition
- 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 Aboriginal or Torres Strait Islander material
- ethical standards and protocols for designers working in exhibitions including, principles of universal access
- formal principles and elements of design and their relevance to exhibition design
- 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
- behaviour of various materials, finishes, painting techniques and colours under lighting
- overall use of artificial lighting in exhibitions and options available
- properties, applications and durability of different types of materials that can be used for exhibition construction.

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- 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 and specific resources for assessment

Assessment must ensure:

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

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE

reports of on-the-job performance by the candidate
- 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, including challenges faced and how these were resolved
- oral or written questioning aimed at evaluating the processes used in developing and realising the creative concept.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUEDES04B Establish and refine a brief
- CUEDES05B Manage design realisation
- CUEFIN01C Develop a budget
- CUEFIN02C Manage a budget
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVDSP15B Research and apply techniques for application to spatial design.

Range Statement

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.

Appropriate personnel may include:

- other designers
- curator
- conservator
- education staff

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RANGE STATEMENT

- construction specialists
- preparators
- taxidermists
- modelmakers
- installation staff
- other specialists

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

Relevant factors which may 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

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RANGE STATEMENT

	• level of assistance available (in relation to implementation/construction) • budget
Sources and 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 the design may include:	• plans (computer or manually generated) • specifications • samples • mock-ups
Occupational and public health and safety legislative requirements may include:	• commonwealth, state/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

Unit Sector(s)

Not applicable.

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Competency field

Competency field Exhibition Development and Design

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CULMS009B Implement preventive conservation activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide general preventive care for cultural material. The unit focuses only on environmental monitoring, condition assessment and the overall implementation of disaster preparedness measures.

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

Application of the Unit

Application of the unit

This unit applies across a wide range of job roles in organisations responsible for the care of cultural material, including museums, libraries, galleries or other cultural centres. Supervisors, managers or individuals working autonomously under general guidance may undertake this preventive conservation role depending on the size and structure of the organisation.

The unit does not include treatments or 'hands-on' work with collection items. Those skills are covered in CULMS010B Contribute to the preservation of cultural material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Monitor the environment	1.1	Monitor ***environmental conditions*** at regular intervals in accordance with needs of the collection and identify agents of deterioration affecting the collection
	1.2	Respond appropriately to changes in the environment to protect ***cultural material***
	1.3	Adjust /control environmental conditions within scope of own responsibility or report to relevant colleagues
2 Assess condition of cultural material	2.1	Examine and assess the ***condition of cultural material*** in the ***appropriate location*** using techniques within the scope of own expertise that meet conservation guidelines
	2.2	Create or review documentation and accurately

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ELEMENT	PERFORMANCE CRITERIA
	record current condition of item, including evidence of change, damage or degradation
	2.3 Apply a general knowledge of ***deterioration patterns*** to collection monitoring
	2.4 Identify the need for and obtain appropriate expert advice where necessary
	2.5 Discuss condition of cultural material and conservation needs with experts in a manner which reflects sound general knowledge of issues to be considered
3 Implement preventive conservation activities	3.1 Undertake ***preventive conservation activities*** in accordance with organisation's policies and procedures
	3.2 Use best practice guidelines, ***cultural protocols*** and relevant specialist conservation advice to guide all activities
	3.3 Follow ***health***, ***safety and environmental requirements*** at all times
	3.4 Identify the need for assistance and consult with a specialist conservator in relation to issues which arise in collection care
	3.5 Accurately document details of preventive conservation activities undertaken in accordance with organisational procedures

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- planning and organisational skills to monitor and implement an appropriate range

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Required Skills and knowledge

of preventive conservation activities

- communication skills to liaise with experts on potentially complex preventive conservation issues
- literacy skills to interpret conservation guidelines and to document condition of collection and any preventive conservation actions taken.

Required knowledge

- roles and responsibilities for care of cultural material, including limitations on roles of unqualified personnel
- sources of expert assistance on collection care
- industry code of practice/ethics and terminology used
- role of preventive conservation and distinctions between preservation, conservation and restoration
- factors contributing to deterioration (relevant to the collection/industry sector)
- cultural considerations and protocols for the handling, storage and display of cultural material
- methods of protecting cultural material from damage and/or potential hazards (relevant to the collection/industry sector)
- current best practice guidelines for collection care in the relevant work context
- techniques for handling and examining cultural material
- basic principles and methods for using equipment, tools and materials for routine collection care
- requirements for safe work and manual handling.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge of the scope and nature of routine preventive conservation activities relevant to the collection/industry sector
- correct and safe implementation of activities for an actual collection

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EVIDENCE GUIDE

- knowledge of agents of deterioration and their impact on collections.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry methods and equipment
- access to relevant policies and procedures manuals
- access to cultural material in an appropriate environment so that both material and environment may be assessed by the candidate
- access to equipment, tools and materials for preventive conservation activities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate engaged in preventive conservation activities
- review of condition reports prepared or updated by the candidate
- inspection of an area or storage system which the candidate has adapted to improve environment
- oral or written questioning to assess knowledge of procedures, safety and environmental issues, agents of deterioration.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS003B Move/store cultural material
- CULMS011B Develop a disaster preparedness plan.

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Range Statement

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.

Environmental conditions (and changes) may relate to:

- temperature
- relative humidity
- lighting
- pollution
- pests

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- flora and fauna
- film/audiovisual material
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Condition of cultural material may be assessed by:

- observation
- measurement and comparison of known areas of deterioration e.g. cracks, areas of loss
- instrumental examination e.g. microscope, magnifying glass, UV/IR light, raking light
- comparison with existing condition report, including photographic images

Appropriate location may be:

- in display area
- workshop
- laboratory
- studio
- darkroom

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RANGE STATEMENT

- in situ e.g. outdoors
- storage room
- during transport

Deterioration patterns may be linked to:

- light, temperature, relative humidity, climate, pollution
- materials used for storage and display
- pests
- nature and location of the building or site
- influence of human activities
- security considerations
- transport and packing
- inherent vice (items are made of incompatible materials)
- deterioration of item prior to arrival, e.g. archaeological collections

Preventive conservation activities are those related to overall care of the collection and do not include any hands-on treatments. Activities may include:

- monitoring and documentation/recording
- relocation
- protective storage/boxing
- implementation of the disaster preparedness plan
- re-formatting (creation of surrogates to reduce use of original)
- integrated pest management
- framing and un-framing
- non-interventional actions to combat agents of deterioration

Cultural protocols may relate to:

- who can handle the cultural material
- where an item may be handled
- when an item may be handled
- consultation on potential treatments
- storage requirements
- appearance of the item
- relationship between item and other material in the collection
- methods and approaches to display

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RANGE STATEMENT

Health, safety and environmental requirements may relate to:	• use of chemicals or other toxic substances • storage of chemicals • provision and use of safety equipment • safe manual handling • safe use of tools and equipment • reporting of occupational health and safety issues, including events and near misses • impact on other parts of the collection • toxic and hazardous materials in a collection • condition/stability of item (dirt, mould, dust and pesticides)

Unit Sector(s)

Not applicable.

Competency field

Competency field Preventive Conservation

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CULMS010B Contribute to the preservation of cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the preservation of cultural material through a sound knowledge of conservation principles, practices and ethics and the application of basic preservation activities.

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

Application of the Unit

Application of the unit

This unit applies to individuals who have significant knowledge of preservation issues and may be involved in the application of basic preservation techniques with the involvement of a professional conservator.

The content of this unit relates to work that has a significant impact on Australia's cultural heritage and care must be taken to ensure appropriate implementation of the unit.

Any individual or organisation planning to undertake training and/or assessment of this unit must therefore consult with an appropriately qualified conservator or conservation organisation. The Australian Institute for the Conservation of Cultural Material is the recognised professional body in this area.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Develop preservation skills and knowledge	1.1	Seek and access ***opportunities to develop***, ***update and maintain knowledge of preservation*** issues and concepts
	1.2	Integrate knowledge into work activities within scope of individual responsibility
2 Undertake basic preservation activities	2.1	Undertake ***basic preservation activities*** within scope of responsibility as agreed with a conservator and in accordance with ***organisational plans and policies***
	2.2	Correctly apply techniques in a manner which

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ELEMENT	PERFORMANCE CRITERIA
	maintains the integrity of the ***cultural material***
	2.3 Record data generated in the course of activities clearly and accurately in the appropriate format
	2.4 Follow ***health***, ***safety and environmental requirements*** at all times
	2.5 Ensure that ethical and ***cultural protocols*** are adhered to at all times

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- learning skills to undertake ongoing professional development and acquisition of knowledge around preservation issues and concepts
- literacy skills to interpret conservation plans, to research conservation information, document and to report on condition of cultural material.

Required knowledge

- distinction between preservation, conservation and restoration
- basic preservation principles and methods
- principles and methods for handling cultural material
- available sources of appropriate expert advice
- AICCM Code of Ethics and Code of Practice
- copyright, moral rights and intellectual property legislation and issues that impact on conservation
- cultural protocols that impact on conservation of cultural material, including those for Aboriginal or Torres Strait Islander material
- role of a conservator and of a person working under the guidance of a conservator, including the scope of work undertaken by each and rationale for this
- requirements for safe work and manual handling
- formats and features of conservation plans, object condition reports.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound general knowledge of preservation techniques relevant to the collection/industry sector
- understanding of conservation ethics and cultural protocols, including limitations on the scope of work to be undertaken
- practical demonstration of competent and safe techniques working on one or more items under the guidance of a conservator.

Context of and specific resources for assessment

Assessment must ensure:

- access to cultural material
- access to equipment, materials and tools used in basic preservation activities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- assessment of cultural material on which the candidate has worked
- direct observation of the candidate using techniques
- evaluation of candidate's responses to different collection scenarios to assess ability to develop approaches for different preservation needs and articulate different challenges and issues to be considered
- oral or written questioning to assess knowledge of different techniques and procedures.

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EVIDENCE GUIDE

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS009B Implement preventive conservation activities.

Range Statement

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.

Opportunities to develop, update and maintain knowledge of preservation issues and concepts may include:

- research
- attendance at seminars, workshops
- membership of professional organisations
- using conservator as a mentor
- reading current journals, newsletters and electronic discussion lists

Basic preservation activities will vary depending on the type of cultural material, but may include:

- surface cleaning
- designing/making storage enclosures and display supports
- attaching backboards to paintings
- creating hanging systems for paintings
- mounting and framing

Activities must be undertaken in accordance with advice from a specialist conservator to avoid potential damage to cultural material.

Organisational plans and policies vary in structure and

- preservation plans
- conservation plans

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RANGE STATEMENT

name but may include:	• collection management policies • disaster preparedness policies
Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:	• archaeological material • books and manuscripts • cultural sites/buildings • ethnographic material • flora and fauna • film/audiovisual material • furniture • photographs • technological/industry items • textiles • works on paper/canvas
Health, safety and environmental requirements may relate to:	• use of chemicals or other toxic substances • storage of chemicals • provision and use of safety equipment • safe manual handling • safe use of tools and equipment • reporting of occupational health and safety issues, including events and near misses • impact on other parts of the collection • toxic and hazardous materials in a collection • condition/stability of item (dirt, mould, dust and pesticides)
Cultural protocols may relate to:	• who can handle the cultural material • where an item may be handled • when an item may be handled • consultation on potential treatments • storage requirements • appearance of the item • relationship between item and other material in the collection • methods and approaches to display

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Unit Sector(s)

Not applicable.

Competency field

Competency field	Preventive Conservation

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CULMS011B Develop a disaster preparedness plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop a disaster preparedness plan for any collection of cultural material.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in museums, libraries, galleries, cultural centres and other organisations and sites (indoor and outdoor), which hold significant collections of cultural material.

In large institutions, this role may be undertaken by specialist staff. However, in many community based organisations, generalists such as managers, volunteers or committee members may be responsible for the development of the disaster preparedness plan.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess risks to the collection	1.1 Identify ***potential risks*** to the ***cultural material*** based on ***historical review*** and examination of the collection and its environment including the site and surrounds
	1.2 Evaluate the potential impact and likelihood of specific risks to the collection based on analysis of key factors
	1.3 Rate risks according to probability and impact on the collection
	1.4 Identify ***significance of items*** in the collection and assess risks specific to those items
2 Establish mechanisms to address risks	2.1 Identify appropriate ***mechanisms to reduce or remove risks***
	2.2 Identify and consult with relevant specialists and other stakeholders to determine ways of reducing

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ELEMENT	PERFORMANCE CRITERIA
	specific risks
	2.3 Clearly articulate resources, actions and responsibilities for minimising/preventing risks
	2.4 Establish and document appropriate measures for priority items
3 Establish procedures in the event of disaster	3.1 Define roles and responsibilities of ***those involved in implementing*** the disaster preparedness plan
	3.2 Take account of the need for both disaster response and recovery in the development of ***procedures in the event of a disaster***
	3.3 Allocate responsibilities to appropriate team members based on available expertise and other factors
	3.4 Evaluate potential disaster ***support networks*** and take appropriate action to activate same
4 Develop and communicate the disaster preparedness plan	4.1 Source and collate relevant information for inclusion in disaster preparedness plan
	4.2 Create a ***structure and format for the plan*** which is logical, user-friendly and clearly understood by key stakeholders
	4.3 Develop clear and concise ***documentation to support the disaster preparedness plan***
	4.4 Develop and integrate ***evaluation mechanisms*** into the plan
	4.5 Develop mechanism for communication of the plan to all stakeholders, including feedback opportunities
	4.6 Develop appropriate mechanisms to keep plan and required staff skills current
	4.7 Develop and communicate recommendations for the integration of disaster preparedness measures into

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ELEMENT	PERFORMANCE CRITERIA
	other relevant organisational plans

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- planning and organisational skills to develop procedures and action plans
- communication skills to undertake consultations with a wide range of stakeholders on complex practical issues
- problem-solving and contingency management skills to develop responses to a varied range of potential problems
- literacy skills to articulate multi-faceted plans, and to develop checklists and other documentation for the disaster preparedness plan.

Required knowledge

- types of disaster that might affect particular cultural material in the relevant work context
- typical causes and types of damage to cultural material in the relevant work context
- risk assessment processes for cultural collection items
- typical procedures used to reduce or remove risk in the relevant work context
- support networks which can be used in the event of disaster in the relevant work context
- sources of assistance for disaster response and recovery.

Evidence Guide

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.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of risks and risk assessment processes in the relevant collection context
- ability to develop a clear, concise and relevant disaster preparedness plan for an actual collection/site/environment.

Context of and specific resources for assessment

Assessment must ensure:

- access to a collection/cultural material/site for which disaster preparedness plan can be prepared.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of a disaster preparedness plan developed by the candidate
- evaluation of candidate's response to different case studies to assess ability to develop plans to address particular workplace situations and challenges.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUEOHS02C Establish and maintain a safe and secure workplace
- CULMS605C Develop and implement procedures for the movement and storage of cultural material
- CULMS009B Implement preventive conservation activities.

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Range Statement

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.

Potential risks may relate to:

- fire
- water damage
- electrical or other equipment failure
- theft
- human error
- vandalism
- storage conditions
- security systems
- pest infections
- natural disaster
- renovation/building projects
- nature/condition of building housing collection
- nature of collection, e.g. unstable objects
- local environment

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- flora and fauna
- film/audiovisual material
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Historical review may involve review of:

- previous disasters within the organisation
- previous disasters in similar locations or for similar collections
- occurrences in the local community

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Significance of items for protection may relate to:

- value to the local community (past, current and future), i.e. significance
- synergy with mission of the organisation
- quality of documentation
- monetary value
- rarity
- historic, aesthetic, social/spiritual, research value

Mechanisms to reduce or remove risks may include:

- repairs and maintenance to building and site
- pest control
- change in operating procedures
- improved security
- equipment replacement
- movement of cultural material to less risky location
- briefing/training of staff or outside contractors
- creation and training of a disaster response team
- improved storage/display
- purchase of disaster response materials and equipment

Those involved in implementing the plan may include:

- staff
- volunteers
- board members/elected officials
- local community
- other similar organisations
- experts

Procedures in the event of disaster may be response or recovery and may include:

- initial response
- who to contact
- ensuring safety of personnel
- stabilising the situation
- assessment of scope of disaster
- assessment of need for external assistance
- assessment of need for relocation of collection
- use of disaster bin/store
- use of step-by-step response sheets

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- contacting insurance broker/assessor
- documentary situation
- reducing further damage
- record management issues
- recording damage
- resources required for recovery
- staff/team organisation (immediate and longer term)

Support networks may include:

- regional networks e.g. region museum network
- experts on particular types of cultural material
- local community
- volunteers
- local emergency services e.g. fire, police

Structure and format for the plan may be:

- report
- checklists
- action sheets
- print-based
- electronic

Documentation to support the disaster preparedness plan may include:

- response sheets for specific locations/objects
- equipment checklists
- floor plans (with entrances/exits, fire extinguishers, utilities etc.)
- emergency and other telephone contacts
- safety checklist
- collection priority list

Evaluation mechanisms may include:

- regular review (internal or external)
- staff consultations/feedback
- review after the disaster or near-miss event

Other relevant organisational plans may include:

- maintenance plan
- training plan
- collection policy
- occupational health and safety plan

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RANGE STATEMENT

Unit Sector(s)

Not applicable.

Competency field

Competency field Preventive Conservation

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CULMS012B Plan event touring

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to co-ordinate arrangements for a travelling event. The unit focuses only on the specific skills and knowledge required for touring, and would always be combined with other technical/industry-specific units in the workplace, eg collection management, exhibition development, event management.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any industry context who coordinate the planning of any type of touring event. It is particularly relevant to the cultural, hospitality, sport and tourism sectors, and to event managers who work across all industry sectors.

A touring event is defined as one where the same event is staged at multiple locations. Locations may be regional, intrastate, interstate or overseas.

Events are defined very broadly and may include exhibitions, promotional events, seminars or conferences, cultural productions, concerts or sporting events.

Highly developed planning and organisational skills are required in this unit. Individuals operating with a significant level of autonomy, often with management responsibility, undertake this role.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and assess touring requirements	1.1 Identify and source ***relevant information to inform tour planning***, including information on touring venues/locations
	1.2 Evaluate information to determine ***specific touring needs***
	1.3 Assess relevant scheduling, budget and workflow issues

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Liaise with ***relevant colleagues and stakeholders*** as required to discuss and agree on specific touring needs
2 Plan and organise touring arrangements	2.1 Make plans for touring in accordance with agreed approach and resource allocations
	2.2 Integrate ***legal and occupational health and safety*** requirements into the planning process
	2.3 Create clear and appropriate action plans including allocation of resources and responsibilities
	2.4 Monitor touring arrangements in accordance with timelines, budget and quality requirements
	2.5 Create accurate ***documentation on touring requirements*** to allow for easy interpretation by others
3 Liaise with others on touring requirements	3.1 Prepare and distribute documentation relating to tour requirements to appropriate stakeholders, including touring venue personnel as required
	3.2 Make and confirm agreements on touring arrangements in the appropriate format within scope of individual responsibility
	3.3 Provide accurate and current advice on touring arrangements to relevant stakeholders
4 Evaluate touring arrangements	4.1 Identify and agree appropriate evaluation mechanism for touring arrangements
	4.2 Evaluate ***effectiveness of touring arrangements*** in accordance with agreed mechanisms
	4.3 Incorporate results of evaluation into future planning and work practice

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Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to liaise and consult with others on potentially complex logistical issues
- literacy skills to interpret and create a wide range of organisational documentation
- planning and organisational skills to coordinate multiple and potentially complex interrelated elements of event staging
- problem-solving skills to develop practical solutions to a wide range of planning and operational challenges.

Required knowledge

- touring process, key roles and responsibilities, and special issues that apply to touring an event in the relevant work context
- technical/specialist knowledge that underpins the event in the relevant work context, eg collection management or exhibition development for travelling exhibitions,
- type of event variations/adjustments that may need to be made for touring
- legislative requirements that impact on touring arrangements in the relevant work context, including occupational health and safety requirements
- features, formats and purposes of the range of documentation required for a touring event in the relevant work context.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • effective planning of touring arrangements for an

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EVIDENCE GUIDE

competency in this unit	event • knowledge of the particular issues, requirements and documentation that impact on a touring event in a particular work context.
Context of and specific resources for assessment	Assessment must ensure: • access to an event for which planning can be undertaken.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of a report prepared by the candidate on the planning process for a touring event, including challenges faced and how these were overcome • evaluation of touring arrangements, documentation and agreements prepared or made by the candidate • oral or written questioning to assess knowledge of particular regulations or procedures that apply to event touring in a specific work context. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • event management units • exhibition development and management units.

Range Statement

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

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the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant information to inform tour planning may include:

- existing tour schedule
- touring objectives
- available budget
- venue/site layout and dimensions
- technical specifications, eg power capacity
- access information (hours, truck access, parking, traffic)
- amenities and facilities
- transport options/limitations
- special needs of materials e.g. special transport or packing requirements

Specific touring needs will vary according to the area of work and may include:

- transport (air, sea, land)
- travel and accommodation (for travelling personnel, cast etc)
- additional equipment
- personnel requirements
- adaptation of physical items (displays,
- adaptation of information materials (interpretive materials, audience handouts, electronic presentations)
- special packing or transportation (for cultural material, support materials etc.)
- insurance requirements
- promotional activities
- publicity arrangements (interviews, publicity with local media)
- special financial arrangements (petty cash, banking arrangements)
- liaison with host organisations/venues
- need for specialist advice or assistance

Relevant colleagues and stakeholders may include:

- host organisations
- host venues
- colleagues
- funding agencies
- artists
- lenders

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- performers
- speakers/contributors/other talent
- exhibitors
- promotional partners
- caterers
- technical experts
- local communities
- local authorities (councils, emergency services etc.)
- sponsors

Legal and occupational health and safety requirements and regulations which impact on touring may include:

- safety issues in relation to the transportation of materials and equipment
- differing requirements between states/territories in Australia
- industrial awards governing travel for exhibition personnel
- regulations affecting overseas touring e.g. customs, quarantine

Documentation on touring requirements may include:

- touring schedule/itinerary
- evaluation tools and budget details
- support materials
- supplier agreements
- loan agreements
- insurance details
- contact lists
- sponsorship agreements
- technical information
- production schedules
- bump in schedules
- venue information/plans/event orders
- transport details
- accommodation lists
- maps and information on touring cities and towns
- for overseas tours:
  - carnets for air and sea freight
  - translations of information
  - customs and quarantine documentation

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RANGE STATEMENT

- luggage labels
- travel permits or visas for personnel

Effectiveness of touring arrangements may relate to:

- content
- format
- venues
- travel arrangements
- host agencies
- scheduling

Unit Sector(s)

Not applicable.

Competency field

Competency field Management and Leadership - Event Management

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CULMS013B Implement facility maintenance programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to implement asset maintenance activities for any type of facility.

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

Application of the Unit

Application of the unit

This unit applies to individuals responsible for coordinating general facility maintenance in any type of facility where this function forms part of the job role. It focuses on needs identification and the implementation/monitoring of cleaning, maintenance and repairs. Work is undertaken autonomously within overall organisational guidelines and procedures, often by those with team leading or managerial responsibility.

Specialist asset maintenance units of competency are found in other Training Packages (for example the PRM04 Asset Maintenance Training Package).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to the development of a maintenance program	1.1 Identify short, medium and long term ***maintenance requirements*** of the ***facility*** to protect function and value of ***assets***
	1.2 Ensure that maintenance program protects health and safety of ***facility users***
	1.3 Schedule maintenance activities to minimise disruption to facility users
	1.4 Integrate maintenance program with asset acquisition and disposal plans
	1.5 Consider alternative maintenance methods and use to maintain cost effective program
2 Implement facility maintenance	2.1 Maintain facility function without interruption where possible
	2.2 Maintain safety for facility users at all times in accordance with ***organisation and legislative requirements***

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Undertake or organise routine maintenance within scheduled timeframes and budgets
	2.4 Respond promptly to requests for maintenance assistance
	2.5 Maintain accurate maintenance records and report recommendations for increased efficiency to the responsible person
3 Respond to failed or unsafe equipment	3.1 Assess failed or unsafe equipment in accordance with requirements and within scope of own responsibility and expertise
	3.2 Ensure that safety requirements are implemented in relation to failed or unsafe equipment
	3.3 Perform repairs within scope of own responsibility and in accordance with manufacturer's recommendations and standards
	3.4 Assess the need for specialist assistance and organise in accordance with organisational procedures
	3.5 Make and update accurate records of faults and repairs
4 Inspect, clean and maintain facilities	4.1 Conduct regular inspections to identify potential hazards/problems in the work area in accordance with workplace procedures and standards
	4.2 Organise or undertake cleaning and maintenance of areas and amenities in accordance with organisational and occupational health and safety requirements
	4.3 Store and handle chemicals safely in accordance with occupational health and safety (OHS) regulations and organisation policy
	4.4 Dispose of waste and dangerous chemicals in accordance with occupational health and safety

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ELEMENT	PERFORMANCE CRITERIA
	regulations and organisation policy
5 Monitor supplies/equipment	5.1 Check and maintain determined optimum supply/stock levels
	5.2 Undertake purchase, receipt, storage and issue of ***supplies/equipment*** in accordance with organisation procedures
	5.3 Reconcile supply/stock levels with paperwork and rectify or report any discrepancies to nominated person within designated timelines
	5.4 Accurately update records in accordance with organisational procedures
	5.5 Dispose of expired or damaged supplies/equipment in accordance with OHS regulations and organisation procedures
6 Monitor function and value of assets	6.1 Obtain feedback from users on effectiveness of facility maintenance
	6.2 Check condition of assets regularly against criteria that ensure retention of function and value
	6.3 Respond to identified problems promptly in accordance with organisation procedures
	6.4 Value assets using the nominated valuation method as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- planning and organisational skills to develop and monitor schedules for a wide range of activities
- problem-solving skills to monitor to wide ranging operational issues and to respond with practical solutions
- literacy skills to create and maintain accurate maintenance schedules/documentation and to interpret equipment instructions
- numeracy skills to monitor stock levels and to work with schedules.

Required knowledge

- asset types and features relevant to the specific facility and work context
- features, functions and operating protocols for equipment/supplies used in the facility
- typical maintenance requirements for the specific facility and work context
- environmental and OHS legislation/regulations that impact on facility maintenance in the relevant work context
- industry codes of practice in the relevant work context.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- development and implementation of a maintenance program for a particular workplace facility
- knowledge of environmental and OHS requirements that impact on facility maintenance in the relevant work context.

Context of and specific resources for assessment

Assessment must ensure:

- access to a facility for which a maintenance program can be developed

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EVIDENCE GUIDE

- access to equipment and supplies relevant to the facility.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of maintenance reports or schedules prepared by the candidate
- evaluation of candidate's response to case studies to assess ability to develop maintenance schedules to address particular workplace situations
- oral or written questioning to assess knowledge of OHS issues, environmental regulations or organisational procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Maintenance requirements may relate to:

- regular maintenance
- procedures for repairs
- allocation of responsibilities
- inspection processes

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A ***facility*** may include:	• buildings or parts of buildings (temporary or permanent) • sites (indoor/outdoor)
Assets may include:	• buildings • furniture and fittings • plant/equipment • supplies
Facility users may include:	• customers • staff (paid and voluntary, temporary and permanent) • sponsors • facility owners/managers
Organisation and legislative requirements may relate to:	• OHS • building codes and regulations • fire regulations • health act • industrial relations • environment legislation • specific industry codes of practice
Supplies/***equipment*** may include:	• first aid supplies • chemicals • office supplies • hygiene and sanitary supplies • cleaning supplies • equipment
Waste may include:	• blood • bandages • chemicals • sanitary bins • garbage • sharps

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RANGE STATEMENT

Unit Sector(s)

Not applicable.

Competency field

Competency field Facility Management

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CULMS201C Develop and apply knowledge of the museum industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply a basic knowledge of the museum industry. As such, the unit underpins performance across all areas of museum practice.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any type of museum who need to source, develop and apply current and emerging information about the industry.

The unit is most relevant to individuals working in support roles as more specialised and advanced museum research and management skills are found in other units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source and apply industry information	1.1 Identify and use relevant sources to acquire ***basic information about the museums industry*** 1.2 Use industry knowledge appropriately to enhance the quality of work outcomes
2 Source and apply information on industry employment obligations and opportunities	2.1 Identify and use relevant sources to acquire information about ***employment obligations and opportunities*** in the museums industry 2.2 Use knowledge of industry employment obligations and opportunities appropriately within day-to-day work activities
3 Seek opportunities to update industry knowledge	3.1 Identify and use a range of ***information sources and opportunities to update knowledge*** of the museum industry 3.2 Monitor ***current key issues affecting the industry***, using appropriate industry channels

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills to source information on general industry issues within a defined range
- literacy skills to interpret a wide variety of information sources.

Required knowledge

- sources of information on the museum industry
- industry operating structures
- nature and role of museums (historical and contemporary)
- historical and philosophical development of museums and their role within the community (both large and small museums)
- concept of sustainable museum practice (environmental, economic and social)
- key work areas within museums
- relationships between museums, other cultural agencies and other industries
- nature, role and functions of relevant unions and employer bodies
- overview of legislation that impacts on the industry, including cultural heritage, privacy, child protection, copyright
- major industry organisations and professional associations
- employee and employer obligations.

Evidence Guide

EVIDENCE GUIDE

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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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge of the museum industry and ways to maintain currency of knowledge
- understanding of the ways in which industry knowledge can be applied to work activities to enhance work outcomes
- sourcing and application of industry information to specific contexts and work activities.

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of industry information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of candidate's response to different scenarios to assess ability to apply knowledge to different industry contexts and situations
- oral or written questioning to assess knowledge of different aspects of the museum industry.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for

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RANGE STATEMENT

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.

Basic information about the museums industry should include:

- role, function and history of museums in the community, including different structures and philosophies
- key contacts and industry networks
- relationship of museums industry to other industries and other cultural agencies
- products and services typically provided by museums
- legislation that impacts on the industry
- concept of sustainable museum practice

The role, function and history of museums may relate to:

- acquisition
- conservation
- research
- communication
- education
- operating structure

The history of museums may relate to:

- early development both in Australia and overseas
- current trends and developments
- changing roles within the community
- operating structures
- changing concepts/philosophies of museums

Information sources and opportunities to update knowledge may include:

- industry associations and organisations
- industry journals
- media
- Internet
- reference manuals
- events e.g. conferences, seminars, trade fairs
- training programs
- community activities
- activities staged by other institutions
- social events

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	• unions and employer bodies • professional associations
Employment obligations and opportunities in the museums industry may relate to:	• career opportunities • basic rights and responsibilities of the employer and employee • employment conditions • award provisions • enterprise bargaining agreements • job descriptions • codes of conduct • codes of ethics
Other industries with which the museum industry has a relationship may include:	• visual arts • tourism • hospitality • retail • community recreation • library/information services • education • information technology
Current issues affecting the industry may relate to:	• government initiatives • funding policies • changing nature of the visitor/community • trends in museum practice • cultural protocols

Unit Sector(s)

Not applicable.

Competency field

Competency field Museum Practice

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CULMS202C Provide visitors with venue information and assistance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide visitors with information on the venue's facilities and services.

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

Application of the Unit

Application of the unit

This unit applies to frontline customer service staff working in a range of cultural, tourism, hospitality or entertainment venues, or any type of venue which is open to the public. Provision of information is often face-to-face but may be by telephone or other remote mechanisms. Customer service personnel working under supervision undertake this function, but the unit is also relevant to those working in operational roles where customer service may not be the main focus of work (e.g. animal handlers in a zoo, collection management or administrative staff in a museum).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access and update information	1.1 Source and access ***information on facilities and services*** available within the organisation in accordance with organisational systems
	1.2 Incorporate information into day-to-day contact with ***visitors*** to support the quality of service standards within the organisation
	1.3 Share information with colleagues to support the efficiency and quality of service
	1.4 Identify and use ***opportunities to update and maintain facility and service knowledge***
2 Provide information about services and	2.1 Pro-actively identify information and assistance needs of different customers, including those ***visitors***

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ELEMENT	PERFORMANCE CRITERIA
facilities	***with specific needs***
	2.2 Provide accurate ***information and assistance*** in a clear, concise, courteous and culturally appropriate manner
	2.3 Where appropriate, assist and/or instruct to visitors in the use of equipment and facilities or refer to appropriate colleagues
	2.4 Where appropriate, refer enquiries to other areas of the organisation or to external organisations
	2.5 Promote internal products and services to visitors using appropriate customer service skills
3 Seek feedback on services	3.1 Pro-actively seek ***feedback*** and comment on services from visitors
	3.2 Observe visitor behaviour and interest to inform organisational evaluation processes
	3.3 Follow appropriate procedures where formal evaluation mechanisms are in place
	3.4 Provide information on visitor feedback to appropriate colleagues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and interpersonal skills to interact in a courteous and friendly way with customers
- research skills to source information on a predictable range of customer requests
- literacy skills to understand, interpret and orally communicate venue information and promotional material.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- sources of information on the organisation's services and facilities
- typical information systems used within museum organisation
- organisation's general services plus ancillary and temporary services e.g. parking, retail outlets, temporary exhibitions
- facilities, services and procedures for those with specific needs
- customer service standards within the organisation
- organisational procedures and practices relating to the provision of services and information
- available sources of advice and referral
- safety and emergency procedures for visitors, colleagues and self.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to access appropriate information on services and facilities
- ability to communicate information and assist visitors in a friendly and culturally appropriate manner
- demonstration of skills on multiple occasions or in response to multiple requests to reflect breadth of knowledge and ability to respond to different situations.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to reflect the customer service and communication skills in this unit
- access to typical information storage systems.

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EVIDENCE GUIDE

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate providing information and assistance to visitors, including those with special needs
- evaluation of responses prepared by the candidate to meet a range of different information needs
- review of information manuals or notes kept by the candidate
- oral or written questioning to assess knowledge of facilities and services.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other customer service units.

Range Statement

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.

Information on facilities and services may relate to:

- opening hours
- access
- pricing
- ticket sales
- cloaking
- directions, location of facilities,

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RANGE STATEMENT

- guided tours, audio tours, special activities
- retail, food and beverage services
- venue hire and functions
- car parking

Opportunities to update and maintain facility and service knowledge may include reference to:

- staff noticeboards
- leaflets and brochures
- team meetings
- internal newsletters
- discussions with colleagues

Information may be provided:

- face-to-face
- by phone
- by mail
- electronically

Visitors may be individuals or groups and may include:

- domestic and international tourists
- the general community
- special needs groups
- users of the institution's services
- affiliated and special interest groups
- sponsors and donors

Visitors with specific needs may include:

- those with a disability
- those with special cultural needs
- first-time visitors
- parents with young children
- unaccompanied children
- aged people
- school groups
- VIPs

Feedback may be obtained through:

- informal contact/discussion with visitors
- surveys
- interviews
- observation of visitor behaviour

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RANGE STATEMENT

Unit Sector(s)

Not applicable.

Competency field

Competency field Education and Visitor Services

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CULMS205C Observe and report basic condition of collection

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to observe and monitor the condition of the collection, and to identify possible threats to objects in the collection.

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

Application of the Unit

Application of the unit

This unit applies to all individuals working in organisations responsible for the care of cultural material, as all workers must be aware of threats to the collection, The unit requires only a general knowledge of threats and common causes of damage. The collection may be on display or in storage.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor condition of the collection	1.1 Check the position, appearance and ***condition*** of the ***collection*** at regular intervals using condition reports when available
	1.2 Identify ***changes***, ***anomalies***, ***damage or deterioration*** promptly and take action in accordance with organisational procedures and scope of individual responsibility
	1.3 Monitor ***environmental conditions*** at regular intervals and make ***adjustments*** in accordance with organisational procedures and scope of individual responsibility
	1.4 Promptly identify any visitor behaviour which may threaten the ***collection*** and take action within scope of individual responsibility and in accordance with organisational procedures

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ELEMENT	PERFORMANCE CRITERIA
2 Report evidence of potential or actual collection damage	2.1 Report evidence of common sources of damage orally or in writing to appropriate personnel in accordance with organisational practices and procedures
	2.2 Quickly identify and promptly report changes in circumstance which present a potential immediate risk to the collection

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational skills to undertake logical, thorough and timely checks of the collection
- literacy skills to complete documentation or simple reports on collection condition.

Required knowledge

- roles and responsibilities of different people in caring for the collection, including limitations on individuals handling items
- collection monitoring
- typical environmental standards for maintaining condition of collection relevant to the work context
- implications of poor environment and/or changes to environment on condition of collection
- common types of damage and deterioration relevant to the work context
- health, safety and security issues to be considered in monitoring the collection
- procedures for dealing with suspicious visitor behaviours.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of environmental conditions needed for a collection and common causes of damage and deterioration (relevant to the work context)
- knowledge and application of correct procedures to address potential threats to an actual collection.

Context of and specific resources for assessment

Assessment must ensure:

- access to a collection for monitoring
- access to relevant policies and procedures manuals.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of documentation prepared by the candidate
- oral or written questioning to assess knowledge of common causes of damage or deterioration, safety and reporting procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFSAF01B Follow health, safety and security procedures
- CULMS009B Implement preventive conservation activities.

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Range Statement

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.

Condition of the collection may be affected by:

- display case and display support materials
- light
- temperature
- relative humidity
- pollution
- pests
- shock, vibration
- influence of human activities
- security considerations
- deterioration of other collection material

A ***collection*** is defined very broadly and may relate to:

- cultural heritage
- history
- art
- science
- plants and animals
- other aspects of the natural environment
- materials with a cultural/spiritual significance
- living styles
- ceremony e.g. dance, music
- any other heritage resource

Changes, ***anomalies***, ***damage or deterioration*** may include:

- missing items/components
- moved objects
- physical damage
- graffiti or other markings
- surface loss or degradation
- structural breakdown
- discolouration
- distortion
- corrosion

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- chemical breakdown
- mechanical breakdown
- electronic breakdown
- fading
- cracking

Environmental conditions may relate to:

- relative humidity
- temperature
- light
- pollution
- access
- cultural issues
- pest infection
- water ingress

Adjustments to environmental conditions may relate to:

- light e.g. blinds, curtains, filters, timers, dimmers
- climate control (temperature adjustments, humidification/dehumidification, buffering material)
- re-organisation of the collection
- additional security initiatives
- altering methods of storage
- revising/replacing display storage materials
- pest management
- housekeeping
- building repair and maintenance

Unit Sector(s)

Not applicable.

Competency field

Competency field Collection Management

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CULMS207C Assist with the presentation of public activities and events

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to complete a range of tasks under supervision for the set up and operation of activities and events. As such the unit includes a general knowledge of the issues to be considered in staging any type of activity or event.

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

Application of the Unit

Application of the unit

This unit applies to individuals who provide very basic assistance at any type of event and who work under direct supervision. Events take place across the spectrum of business and community activity, but the unit has particular application in the cultural, hospitality, sporting and tourism sectors.

The skills required for more complex event support roles are covered in other Event Management units in the THT02 Tourism Training Package and THH02Hospitality Training Package.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Make preparations for activities or events	1.1	Clarify and confirm details of ***activities and events***, including necessary ***resources***, roles, responsibilities and timelines with supervisor
	1.2	Extract key information from work plans or other documentation and ***confirm specific work requirements*** with supervisor
	1.3	Obtain or organise resources and set up in accordance with work instructions, ensuring all safety requirements are met
2 Complete tasks for activity/event	2.1	Follow agreed plans and procedures for the activity or event in consultation with supervisor and ***other***

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ELEMENT	PERFORMANCE CRITERIA
presentation	***work colleagues***
	2.2 Follow health, safety and security procedures during completion of all work tasks
	2.3 Communicate appropriately with colleagues and customers during completion of work tasks
	2.4 Identify problems promptly and resolve within scope of individual responsibility or refer to supervisor
	2.5 Accurately complete ***required documentation*** and submit to relevant personnel

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to liaise with other team members and supervisors on routine work issues
- problem solving skills to identify and resolve very simple problems
- literacy skills to interpret work instructions.

Required knowledge

- different types of activities/events and their components in the relevant work context
- roles and responsibilities of different personnel in the set up and operation of an activity/event in the relevant work context
- typical procedures and practices for the set up and operation of public activities and events in the relevant work context
- safety and security requirements and legislation relevant to the work context
- safe manual handling procedures relevant to the work context
- emergency procedures relevant to the work context.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge of activity/event components and different roles and responsibilities in the relevant work context
- ability to complete tasks safely and follow work instructions
- practical demonstration of skills through the provision of assistance with an activity or event.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to reflect the communication aspects of the unit
- access to a location in which events or activities take place
- access to an activity or event on which the candidate can work.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate completing tasks during set up or operation of an activity/event
- oral or written questioning to assess knowledge of event components, typical procedures, safety issues.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFSAF01B Follow health, safety and security

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procedures.

Range Statement

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.

Activities and events may include:

- guided tours
- exhibitions
- special occasions and festivals
- holiday or weekend activities
- performances e.g. theatre, film, music, craft demonstrations, workshops
- scientific experiments
- excavations, field trips, site visits
- open days
- ceremonies
- school programs

Resources may include:

- lighting
- audiovisual equipment and recordings
- other equipment
- handouts
- props
- transportation
- furniture
- space
- catering
- security
- support materials

Specific work requirements within this unit would

- assistance with set up of displays
- assistance with bump-in/bump-out

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generally be quite simple in nature and may relate to:	• assistance with equipment set up • venue preparation • customer service tasks
Other work colleagues may include:	• supervisor • peers • technical specialists • guides • education officers • director/producer • talent • curator • collection management staff • marketing staff • security staff
Required documentation may include:	• running sheets • equipment lists • attendance sheets • activity sheets

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Programs

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CULMS406C Deliver information, activities and events

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present information, activities and events to different customer groups.

This unit shares some outcomes with unit THTFTG06B Prepare and present tour commentaries or activities, in the THT02 Tourism Training Package.

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

Application of the Unit

Application of the unit

This unit applies across a broad range of industry contexts and focuses on the need to use effective interpretation and communication techniques to ensure customer enjoyment and participation in activities or events. The unit goes beyond the delivery of a scripted commentary and requires significant creative input. Work is carried out autonomously within a framework of established guidelines for activity operations.

Skills for the development of activities are covered in CULMS506C Plan and develop activities, events and programs.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Make preparations for the activity, event or program	1.1 Confirm details of the specific information, ***activities or events*** including objectives, target group and resources with relevant personnel
	1.2 Plan the sequence and methods for delivering the information, activity or event to achieve aims and objectives
	1.3 Prepare facilities, resources and support materials for the delivery of the information, activity or event
2 Present information, activity or event	2.1 Explain the objectives of the information, activity or event to the audience

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Use ***interpretive and presentation techniques*** combining entertainment and learning to enhance the quality of the customer experience
	2.3 Tailor presentation to meet the specific needs of different ***customers***, including appropriate language and depth and scope of information
	2.4 Take account of different learning styles in presenting information
	2.5 Present information in a manner which demonstrates cultural and social sensitivity and promotes the concept of sustainability
	2.6 Ensure activity is conducted in accordance with legislative requirements
	2.7 Take a systematic approach to the presentation of current, accurate and relevant information, and adjust based on audience response, ***unexpected events or changes in circumstances***
	2.8 Encourage members of the audience to interact with the presenter, to ask questions and to seek clarification during the activity, event or program
	2.9 Identify and resolve problems promptly, implement contingency plans or refer to appropriate personnel
3 Evaluate the activity, event or learning program	3.1 Seek participant feedback and reaction to the information, activity or event either formally or informally, in accordance with organisational procedures and ***evaluation methods***
	3.2 Monitor participation levels and communicate information to relevant personnel

Required Skills and Knowledge

Required Skills and knowledge

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Required Skills and knowledge

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

Required skills

- communication skills to apply a range of group presentation techniques, to adjust communication approaches to different situations and to provide an interactive experience
- planning and organisational skills to organise and prepare facilities, resources and other support materials
- problem-solving skills to identify and respond promptly to operational problems and develop appropriate responses
- literacy skills to interpret, use and tailor a wide range of support materials.

Required knowledge

- subject matter around which the activity is developed
- available sources of expert advice on the relevant subject matter
- typical resources required for delivery of activities relevant to the workplace context
- presentation and interpretive techniques, including use of role-playing, storytelling, voice techniques, humour, sensory awareness exercises, visual aids and props, games and activities
- different learning styles and their application to different customer groups
- features of policies, procedures and practices relating to the provision of public activities, events and programs
- legislation that impacts on the delivery of activities, including child protection, copyright and Trade Practices
- occupational health and safety issues and regulations relevant to the workplace and activity context
- needs and expectation of different customer groups, including potential cross-cultural communication requirements
- cultural protocols to be observed in the delivery of activities
- ways in which sustainability can be promoted and integrated into activities.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction

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with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to use and adapt presentation styles and techniques to meet the needs of different customers
- knowledge of interpretation techniques
- presentation on more than one topic to ensure that skills can be adapted to different subject matter.

Context of and specific resources for assessment

Assessment must ensure:

- presentation to and interaction with, a customer group of a size and nature that reflects a typical work environment
- access to a venue or site for the delivery of activity, program, event
- use of activity support materials.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate presenting an activity
- evaluation of case studies to assess ability to tailor activities to different customer needs
- oral or written questioning to assess knowledge of interpretive and presentation techniques.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS004B Integrate knowledge of education and learning into museum activities
- CULMS506C Plan and develop activities, events and programs
- CUSGEN02B Work in a culturally diverse

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environment
- THTFTG14A Prepare specialised interpretive content (cultural and heritage environments).

Range Statement

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.

Activities or events may include:

- guided tours
- exhibitions
- special occasions and festivals
- holiday or weekend activities
- performances e.g. theatre, film, music, dance, craft demonstrations, workshops
- scientific experiments
- excursions, field trips, site visits, guided tours
- school visit programs
- institution open days
- ceremonies
- school programs

Interpretive and presentation techniques may include:

- role-playing
- storytelling
- voice techniques
- use of humour
- sensory awareness exercises
- use of visual aids and props
- games and activities
- interactive communication techniques
- use of audiovisual/new technology

Customers may include:

- local community

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- tourists
- families
- children, students, school groups
- elderly people
- people with disabilities who have special needs
- people of particular ethnic or cultural backgrounds
- people of Indigenous cultural background
- people with common professional backgrounds/special interests

Unexpected events or changes in circumstances may relate to:

- systems failure
- changing weather conditions
- inappropriate audience behaviour
- cultural considerations
- emergencies
- re-assessment of customer interests or ability

Evaluation methods may include:

- observation of audience reaction
- questioning of select members of the audience
- completion of audience response forms
- anecdotal evidence

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Programs

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CULMS407C Install and dismantle exhibition elements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to install and dismantle the physical elements of an exhibition.

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

Application of the Unit

Application of the unit

Exhibitions take place in many different contexts and environments across both businesses and the community. This unit allows for broad application and work may be undertaken by exhibition venue staff or by independent exhibition contractors. Exhibitions may be temporary or permanent in nature. Work is undertaken under general guidance and supervision, and with established exhibition plans and procedures.

The planning and coordination of exhibition installation and dismantling is covered in CULMS504C Organise and monitor exhibition installation/dismantling.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Establish and confirm exhibition specifications	2.1	Correctly interpret ***exhibition documentation*** and site plans and confirm requirements with relevant personnel
	2.2	Confirm details of public access and safety and environmental requirements with relevant personnel
	2.3	Clarify and confirm details of required materials, equipment and resources with relevant personnel
	2.4	Clarify and confirm details of procedures and responsibilities for handling of cultural material, installation and dismantling with relevant personnel
	2.5	Clarify and agree a project timeline with all interested parties
2 Prepare exhibition	3.1	Clear and clean site, complete necessary ***site alterations*** and make utilities and services available

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ELEMENT	PERFORMANCE CRITERIA
site	for installation requirements
	3.2 Ensure site is environmentally suitable and secure in accordance with technical specifications
	3.3 Complete and/or organise any ***on-site construction*** in accordance with installation requirements, safety and licensing requirements
3 Install/dismantle exhibition elements	3.1 Install/dismantle ***exhibition elements*** in accordance with exhibition requirements, available floor plans and safety/security requirements
	3.2 Pack, unpack, move and handle physical elements in accordance with agreed plans and within ***scope of individual responsibility***
	3.3 Use safe manual handling techniques throughout installation/dismantling to avoid injury or damage
	3.4 Respect the integrity of physical elements, take prompt action in the event of accidents and accurately document as required
	3.5 Clear and clean work areas in accordance with organisational procedures, safety and environmental requirements
	3.6 Return elements safely to appropriate locations in accordance with exhibition documentation and plans
4 Maintain records	4.1 Accurately record details of installation/dismantling in accordance with organisational procedures
	4.2 Accurately update and amend files and records and in accordance with organisational procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational skills to undertake the installation process in a logical manner
- communication skills to liaise with colleagues on straightforward practical operational issues
- literacy skills to interpret site plans and other exhibition documentation
- numeracy skills to count/tally equipment and other physical elements.

Required knowledge

- different exhibition components relevant to the work/industry context
- typical procedures and processes for exhibition installation, including roles and responsibilities of different personnel
- safe manual handling techniques and broader safety issues associated with the movement of physical elements
- relevant organisational and/or legislative occupational health and safety requirements
- packing materials and techniques used for different types of exhibition elements
- range of tools commonly required during the installation/dismantling process
- cultural protocols that impact on installation/dismantling, including those for Aboriginal or Torres Strait Islander material.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- competency in handling cultural material with care
- knowledge and application of safe manual handling techniques
- knowledge of procedures and processes for exhibition installation/dismantling

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- demonstration of skills through the installation and/or dismantling of physical elements for an exhibition.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of and interaction with a team during the installation/dismantling process
- access to plans and other exhibition documentation
- access to physical exhibition elements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate installing/dismantling physical elements
- oral or written questioning to assess knowledge of different types of exhibition, safety issues
- analysis of problem-solving exercises undertaken by the candidate to assess ability to respond to different operational situations and contexts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFSAF01B Follow health, safety and security procedures.

Range Statement

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

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the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

An ***exhibition*** may be held in many different contexts /environments, and these may include:

- museums
- galleries
- libraries
- other visitor attractions
- theme parks
- corporate events
- festivals

An ***exhibition*** may be:

- temporary
- permanent
- travelling
- developed in-house or externally
- hired, borrowed or presented on behalf of another organisation or community group

Exhibition documentation may include:

- site plans
- floor plans
- event orders
- work instructions
- handling notes
- installation instructions
- travelling condition reports

Site alterations may include:

- removal of existing fittings or displays
- introduction of new utilities or furniture
- change to signage or access routes

On-site construction may be completed in-house or by external contractors, and many relate to:

- electrical
- carpentry
- metalwork
- plumbing

Exhibition elements may include:

- objects
- art works

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- display cases, stands, plinths, drawers, racks, tracks
- light fittings
- sound outlets
- film and video screens
- electronic support material
- computer equipment
- environmental monitoring and control systems
- special exhibition features
- customised supports
- hanging system supports

Scope of individual responsibility may relate to:

- authority to handle certain objects
- licensing requirements for undertaking particular types of work

Unit Sector(s)

Not applicable.

Competency field

Competency field Exhibition Development and Management

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CULMS411C Prepare display accommodation for cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare locations for the display of cultural material. The unit focuses on assembly and construction of display and therefore has a strong link to some general building and construction skills. Unit CULMS407C Install and dismantle exhibition elements covers the actual installation of cultural material.

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

Application of the Unit

Application of the unit

This unit applies to individuals who construct and assemble display areas. In large cultural institutions, this work may constitute a complete job and be the responsibility of qualified tradespeople working under the guidance of curators and other specialised senior staff. However, in smaller organisations, people with a wide range of other general and collection management responsibilities may undertake this role either under supervision or autonomously.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Prepare a location for the display of cultural material	1.1	Clearly identify, assess and confirm ***accommodation requirements*** for the display of ***cultural material*** with ***relevant personnel***
	1.2	Agree on equipment and materials to be used with relevant personnel
	1.3	Correctly interpret plans and other documentation
	1.4	Complete preparations according to agreed timelines and resources
	1.5	Accurately record information relating to the preparation process and pass to the appropriate

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ELEMENT	PERFORMANCE CRITERIA
	personnel
	1.6 Comply with safe work and manual handling procedures at all times
2 Construct/assemble mountings and display components	2.1 Agree on ***mounting and display requirements*** for ***cultural material*** with ***relevant personnel*** and within the scope of individual responsibility
	2.2 Assess construction requirements that cannot immediately be met and propose alternative solutions, including consideration of external assistance
	2.3 Check that the ***mounting and display components*** used are compatible with the cultural and conservation requirements of the material
	2.4 Ensure mounting and display components are capable of being disassembled and reassembled to meet specified relocation requirements
	2.5 Test mounting and display components to ensure physical suitability prior to installation
	2.6 Complete assembly or construction in accordance with requirements
	2.7 Accurately record information relating to the construction and assembly and pass to appropriate personnel
	2.8 Comply with safe work and manual handling procedures at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- planning and organisational skills to organise equipment, materials and logical work plan for construction of display accommodation
- communication skills to liaise and agree on work requirements with other museum colleagues
- literacy skills to interpret drawings, work plans and exhibition documentation
- numeracy skills to calculate measurements.

Required knowledge

- features and uses of different types of mounting and display equipment and their suitability for different types of cultural material
- display of material
- construction and assembly techniques for commonly used display structures
- ways of adapting or modifying existing structures to provide accommodation for new cultural material
- safe work and manual handling practices.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- application of safe work practices
- demonstration of safe preparation and construction/assembly of accommodation for the display of cultural material
- knowledge of equipment, methods and materials commonly used for display (relevant to the work context).

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry display equipment and

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EVIDENCE GUIDE

systems
- access to relevant policies and procedures manuals
- access to equipment, tools and materials used for display of a collection.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate completing construction/assembly tasks
- inspection of construction/assembly work completed by the candidate
- oral or written questioning to assess knowledge of safety issues, equipment features.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFSAF01B Follow health, safety and security procedures
- CULMS407C Install and dismantle exhibition elements
- units from the BCG03 General Construction Industry Training Package.

It is recommended that this unit be assessed with or after units that focus on the use of tools, e.g.:

- MEM18.1C Use hand tools
- MEM18.2B Use power tools/hand held operations.

Range Statement

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

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RANGE STATEMENT

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.

Accommodation requirements may relate to:

- access issues
- spatial planning
- environmental conditions
- protection issues
- display techniques and equipment
- building condition
- services/utilities requirements

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Relevant personnel may include:

- conservator
- curator
- exhibition designer
- security personnel
- registrar

Mounting and display requirements may include:

- visual access
- interactive access
- security
- safety and protection of object
- safety and protection of visitors
- conservation

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RANGE STATEMENT

Mounting and display components may be permanent or temporary and may include:	• wall mountings • free standing mounts • ceiling mountings • electronic displays • display cases • furniture • interactive displays • enclosures • collection supports • mannequins

Unit Sector(s)

Not applicable.

Competency field

Competency field	Collection Management

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CULMS412C Record and maintain collection information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain current and accurate collection records.

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

Application of the Unit

Application of the unit

This unit applies to individuals required to maintain records for a collection of cultural material. This work requires knowledge of procedures and protocols of particular relevance to cultural collection records management. Work would be undertaken according to established procedures and usually with guidance from others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access and record collection information	1.1 Handle ***cultural material*** in a manner which ensures its integrity in accordance with organisational access requirements
	1.2 Identify, access and interpret ***relevant information sources*** to establish history and other ***relevant information about the cultural material***
	1.3 Accurately complete ***collection records*** to provide all ***fields of information*** required by the organisation to aid access and accountability
	1.4 Respect ***legal constraints and cultural protocols*** regarding data protection and management
	1.5 Process and apply ***formats for records*** to facilitate easy access and retrieval by other users
2 Maintain information	2.1 Ensure that content of records reflects organisational information needs and policies and take action

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ELEMENT	PERFORMANCE CRITERIA
records	accordingly in consultation with colleagues
	2.2 Protect confidential information and adhere to copyright requirements in the storage of records
	2.3 Store records safely and regularly retrieve and review for content and format as required
	2.4 Modify, transfer or delete information in accordance with organisational policy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills to identify and source information about a wide range of collection items
- technology skills to use automated record keeping systems
- literacy skills to interpret wide ranging reference sources and documentation relating to specific objects and the collection
- numeracy skills to work with numerical record keeping systems.

Required knowledge

- information sources relevant to the collection
- handling procedures and identification techniques for cultural material in the relevant work context
- sources of curatorial and conservation advice in the relevant work context
- typical policies and procedures for collection record keeping
- principles of access and accountability in collection record keeping
- ethical and cultural issues that impact on collection record keeping, including those for Aboriginal or Torres Strait Islander material
- copyright, moral rights and intellectual property issues and legislation that impact on collection record keeping.

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accurate completion of records using established procedures
- knowledge of sources to access information on cultural material
- ability to interpret and distil information for record keeping purposes
- knowledge of common collection record keeping formats and protocols
- presence of time constraints to reflect realistic workplace practice
- demonstration of skills for a range of different types of cultural material.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry recording systems
- access to relevant policies and procedures manuals
- access to collection items to be recorded.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of collection records completed by the candidate
- oral or written questioning to assess knowledge of procedures, handling requirements or information sources.

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EVIDENCE GUIDE

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- an information technology unit such as BSBCMN205A Use business technology.

Range Statement

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.

Cultural material in a collection may relate to:

- cultural heritage
- history
- art
- science
- plants and animals
- other aspects of the natural environment
- materials with a cultural/spiritual significance
- living styles
- ceremony e.g. dance, music
- any other heritage resource

Relevant information sources may include:

- texts and references
- print or electronic media
- Internet
- libraries
- local community members
- internal sources
- subject matter experts

Collection records may be

- numbering, location and movement control

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RANGE STATEMENT

required for:

- indexing and retrieval
- acquisition and disposal
- loans
- cataloguing
- research
- exhibitions
- reproduction conditions
- copyright issues
- conservation specifications
- assessing significance
- condition monitoring

Fields of information may include:

- physical description
- condition
- history and provenances
- significance (cultural, technical, scientific, historical or social)
- source details (original location, donor, dealer, artist, maker, collector)
- loan information
- insurance details
- exhibition/display history
- conservation requirements
- reproduction history
- storage location
- references relevant to the material
- copyright holder
- unique number

Legal constraints and cultural protocols may relate to:

- copyright
- moral rights
- intellectual property
- item-specific cultural protocols
- social/spiritual issues

Formats for records may be:

- documentary
- photographic
- film and video

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RANGE STATEMENT

- sound recordings
- computer based

Unit Sector(s)

Not applicable.

Competency field

Competency field Collection Management

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CULMS502C Acquire/dispose of cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to acquire and dispose of cultural material in accordance with organisational collection management policies.

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

Application of the Unit

Application of the unit

This unit requires application of significant judgement and specialised knowledge in relation to the assessment of cultural material for acquisition or disposal.

Work is carried out autonomously but in consultation with stakeholders. In larger institutions, specialised curatorial staff may undertake this role. In smaller organisations, the role may be undertaken by an individual with broader management responsibilities, by committees and boards of management or combinations of different personnel.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Review acquisition/disposal needs	1.1 Identify potential ***acquisition or disposal needs*** through regular review of the ***cultural material*** and its ability to meet ***collection and organisational objectives*** and policies
	1.2 Identify and consult with ***key stakeholders*** in relation to acquisition or disposal of cultural material
	1.3 Assess potential acquisition in relation to cultural material already held in the ***collection***
	1.4 Assess ***key internal and external factors*** that impact on acquisition/disposal
	1.5 Determine priorities for ***acquisition or disposal*** of ***cultural material*** in accordance with the organisation's current ***policies*** and future requirements

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ELEMENT	PERFORMANCE CRITERIA
2 Assess potential acquisition/disposal	2.1 Assess cultural material for significance and relevance to collection in accordance with organisational collection management policies
	2.2 Consult with relevant parties and obtain appropriate expert advice on material and its relevance to collection
	2.3 Examine records to establish provenance and confirm significance
	2.4 Clearly identify ***resources required for acquisition/disposal***
3 Co-ordinate procedures for acquisition/disposal	3.1 Organise appropriate resources in accordance with budget and organisational procedures
	3.2 Satisfy legal, ethical and financial requirements and ***cultural protocols*** in the acquisition/disposal process
	3.3 Negotiate and organise transfer of rights in accordance with organisational and legal procedures within scope of individual responsibility
	3.4 Conduct negotiations with appropriate people in a manner that maintains goodwill between all parties
	3.5 Accurately document agreements in accordance with organisational procedures and practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and organisational skills to coordinate interrelated aspects of the acquisition and disposal process
- communication skills to consult with internal and external stakeholders and to

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REQUIRED SKILLS AND KNOWLEDGE

conduct negotiations for acquisition and disposal

- literacy skills to interpret and communicate complex ideas and information around rationales and priorities for acquisition and disposal
- numeracy skills to interpret and apply budgets.

Required knowledge

- typical features of collection management policies
- procedures and practices for assessing cultural material in the relevant work context
- subject matter expertise in the relevant work context
- sources of curatorial and conservation advice in the relevant work context
- potential sources for acquisition and potential avenues for disposal of objects in the relevant work context
- legal, ethical and financial requirements for acquisition and disposal of objects
- cultural protocols that impact on acquisition and disposal of cultural material, including those for Aboriginal or Torres Strait Islander material
- communication and negotiation protocols in relation to object acquisition and disposal.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to apply professional judgement to decisions relating to the acquisition or disposal of a range of cultural material
- detailed knowledge of acquisition/disposal procedures and policies
- communication and negotiation skills in varied consultation and negotiation contexts.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- use of an established or proposed collection as the basis of decision-making for acquisition and disposal
- involvement of, and interaction with, others to reflect the communication and negotiation aspects of the unit
- access to relevant policies and procedures manuals
- access to a collection.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of acquisition/disposal recommendations prepared by the candidate to address different collection contexts
- evaluation of candidate's ability to develop recommendations for different collections and workplace contexts with appropriate rationale.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS611C Lend/borrow cultural material.

Range Statement

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.

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RANGE STATEMENT

Acquisition or disposal needs may relate to:

- improving or rationalising the collection
- mounting an exhibition
- complying with a will, statute or other legal requirement
- meeting the request of an organisation or person
- addressing cultural or moral issues
- rationalising loans

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Collection or organisational objectives may relate to:

- visitor needs and trends
- marketing initiatives
- special exhibition needs
- future direction of the organisation
- comprehensiveness of the collection
- resource constraints
- relationship between collection and site

Key stakeholders may include:

- other management
- boards/committees
- local community
- commercial partners
- visitors
- subject matter experts
- cultural groups

Acquisition or disposal may

- different sections of the same institution

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RANGE STATEMENT

take place between/by means of:	• two institutions • institution and commercial enterprises • institution and individuals or groups • purchase • gift • bequest • exchange • transfer • auction • tender
Collection is defined very broadly and may relate to:	• cultural heritage • history • art • science • plants and animals • other aspects of the natural environment • materials with a cultural/spiritual significance • living styles • ceremony e.g. dance, music • any other heritage resource
Key internal and external factors may relate to:	• organisational priorities • availability of expertise • resource constraints • competitive environment • economic considerations • marketing considerations • social or political issues
Policies may include:	• acquisition policy • de-accession policy • collection policy
Resources required for acquisition/disposal may be both internal and external and	• special equipment, machinery • construction of new displays or other infrastructure • replacement objects

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RANGE STATEMENT

may include:

- subject matter experts
- conservation experts
- legal expertise
- financial advice
- valuation advice
- transport
- space
- storage materials/facilities
- funding/grants

Cultural protocols may relate to:

- special handling of items
- financial transactions
- obtaining permission
- timing of acquisition or disposal
- storage
- display
- access

Unit Sector(s)

Not applicable.

Competency field

Competency field Collection Management

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CULMS504C Organise and monitor exhibition installation/dismantling

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and oversee the installation and dismantling of physical exhibition elements.

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

Application of the Unit

Application of the unit

Exhibitions take place in many different contexts and environments across both businesses and the community. This unit allows for broad application and work may be undertaken by exhibition venue staff or by independent exhibition contractors. Exhibitions may be temporary or permanent in nature. The unit requires the application of planning and organisational skills in a team leadership or managerial capacity. Work is undertaken autonomously in consultation with various exhibition stakeholders.

Operational level exhibition installation and dismantling skills are covered in CULMS407C Install and dismantle exhibition elements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and organise physical resource requirements	1.1 Correctly interpret ***exhibition documentation*** to determine the scope and type of physical elements required
	1.2 Take account of universal access principles in determining resource requirements
	1.3 Consult with relevant colleagues to discuss and confirm requirements and provide ***appropriate input to overall exhibition development***
	1.4 Complete accurate inventory checks to determine availability of physical resources
	1.5 Identify the need for ***additional resources*** and order or undertake ***organisation of physical resources*** in accordance with organisational procedures and relevant budgetary guidelines
	1.6 Identify the need for ***specialist or external assistance*** and organise in accordance with organisational

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ELEMENT	PERFORMANCE CRITERIA
	procedures and relevant budgetary guidelines
2 Make plans for exhibition installation/ dismantling	2.1 Liaise with other ***exhibition*** personnel to determine most effective order for the installation/dismantling process
	2.2 Identify and organise relevant physical resource requirements in consultation with other personnel and in accordance with organisational procedures
	2.3 Make realistic estimates of the numbers of people required for installation/dismantling and provide information to relevant personnel
	2.4 Clearly and accurately document plans for installation/dismantling in accordance with organisational procedures
	2.5 Confirm availability of all resources in advance of installation/dismantling
3 Monitor exhibition installation/ dismantling	3.1 Provide clear instructions to relevant personnel in relation to installation/dismantling to ensure safety and avoid damage to physical elements
	3.2 Monitor the process to ensure that work is carried out in accordance with instructions
	3.3 Organise appropriate storage and security of exhibition elements, including valuable items and any hazardous materials
4 Complete exhibition reports	4.1 Complete relevant exhibition documentation and reports on installation/dismantling and forward to relevant personnel
	4.2 Identify ways in which processes could potentially be enhanced and include relevant suggestions in reports

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to consult with various stakeholders and exhibition participants and to lead an installation team
- planning and organisational skills to plan, coordinate and monitor the interrelated elements of exhibition installation/dismantling
- literacy skills to interpret and develop operational documentation
- numeracy skills to interpret budgets, estimate costs and work with concepts around dimensions and location capacities.

Required knowledge

- installation/dismantling process
- planning and organisational requirements for exhibition installation/dismantling, roles of key personnel and typical issues and problems encountered
- inventory systems and procedures used for equipment and materials in an exhibition's context
- sources of additional equipment and supplies for different exhibition elements
- sources of specialist assistance relevant to the work context
- occupational health and safety requirements that affect the allocation of work and the movement of physical elements
- environmental and other risk factors for people and physical elements
- principles of universal access and impact on installation
- technical procedures for handling physical elements in the relevant work context, e.g. artworks, historical objects
- cultural protocols that impact on installation/dismantling, including those for Aboriginal or Torres Strait Islander material.

Evidence Guide

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

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EVIDENCE GUIDE

Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstration of skills through the coordination of installation/dismantling process • detailed knowledge of the exhibition set-up process in the relevant industry context • application of organisational, planning and problem-solving skills.
Context of and specific resources for assessment	Assessment must ensure: • involvement of and interaction with a team for whom the candidate can plan and organise work • access to an exhibition and exhibition venue • access to physical exhibition elements • access to exhibition documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of an installation coordinated by the candidate • evaluation of reports prepared by the candidate detailing methods used to organise installation/dismantling, challenges faced and how these were resolved • evaluation of candidate responses to case studies and problem-solving exercises to assess ability to plan for different situations and contexts. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBFLM412A Promote team effectiveness.

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Range Statement

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.

An exhibition may be held in many different contexts /environments, and these may include:

- museums
- galleries
- libraries
- other visitor attractions
- theme parks
- corporate events
- festivals

An ***exhibition*** may be:

- temporary
- permanent
- travelling
- developed in-house or externally
- hired, borrowed or presented on behalf of another organisation or community group

Exhibition documentation may include:

- site plans
- floor plans
- event orders
- concept documentation

Appropriate input to overall exhibition development may relate to:

- operational feasibility of ideas
- own ideas for enhancement of concept or design
- safety issues

Additional resources may include:

- lighting
- audio
- vision systems
- display or other furniture
- costumes
- scenic items

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RANGE STATEMENT

Organisation of physical resources may relate to:	• preparation of the site • transportation • packing, moving and handling of objects or other display items • security • safety • waste management • storage • disposal • recruitment/rostering of additional staff
Specialist or external assistance may include:	• designers • artists • preparators • printers • conservators • builders • electricians • other trades people

Unit Sector(s)

Not applicable.

Competency field

Competency field	Exhibition Development and Management

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CULMS506C Plan and develop activities, events and programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and develop activities, events or programs for different customer groups.

This unit is equivalent to unit THTPPD05B Plan and develop interpretive activities, in the THT02 Tourism Training Package.

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

Application of the Unit

Application of the unit

This unit applies across a broad range of industry contexts and focuses on the short-term planning of any type of public activity, program or event. Depending on the context, this role may be undertaken by senior experienced operational staff or managers

The unit does not reflect the role of a specialist event manager. Those skills are covered in event management units in the THT02 Tourism Training Package.

Skills for the actual delivery of activities, events or programs are covered in CULMS406C Deliver information, activities and events.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish need and scope of activities, events or programs	1.1 Identify and develop ***activities***, ***events or programs*** which meet current/future organisational priorities and policies and which contribute to sustainable museum practice
	1.2 Assess program activities in the context of the whole institution, where no overall program strategy exists
	1.3 Evaluate ***external influences on program development***
	1.4 Identify the need for the activities, events or programs based on customer needs, current development initiatives and wider community needs

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate stakeholders
2 Develop concepts for activities, events or programs	2.1 Undertake appropriate research and develop appropriate storylines and/or interpretive messages/themes accordingly
	2.2 Integrate appropriate cultural and environmental protocols into concept development
	2.3 Identify and utilise the service of ***other specialists*** as required
	2.4 Ensure the activity, event or program is physically and technically feasible within existing resource constraints
	2.5 Present a ***proposal*** for approval to relevant personnel in accordance with the organisation's policies and procedures
3 Plan resource requirements	3.1 Specify and obtain the ***resources required*** to complete each aspect of the activity, event or program
	3.2 Clearly identify and agree on timeframes for the preparation of the activity, event or program with all relevant parties
	3.3 Identify the effect of the activity, event or program on other activities and people, and take appropriate steps to coordinate activities
	3.4 Confirm that facilities are capable of delivering activities to the specified range of users and provide a suitable and safe environment
	3.5 Ensure resources required to operate the facilities are available and suitable
	3.6 Undertake a risk audit for the activity and incorporate relevant issues into activity development in accordance with regulations and organisational

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ELEMENT	PERFORMANCE CRITERIA
	procedures
4 Develop support materials	4.1 Identify existing information ***support materials*** and assess their suitability to the activity, event or program and audience
	4.2 Develop information support materials to suit the purpose of the activity, event or program and the requirements of users
	4.3 Ensure information support materials contain valid and reliable information and appropriate interpretations
	4.4 Develop information support materials within resource and time constraints and ensure accessibility
5 Evaluate activity, event or program	5.1 Obtain formal and informal feedback from ***customers***/***users*** and colleagues during piloting or conduct of the activity
	5.2 Modify activity according to feedback received or use feedback to inform future development
	5.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of the activity where appropriate

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- planning and organisational skills to undertake the total planning process for an activity or event (note: not a major event requiring specialist event management skills)
- communication skills to undertake consultations and liaison on a wide range of

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Required Skills and knowledge

potentially complex operational issues
- literacy skills to interpret and develop varied and complex support materials
- numeracy skills to estimate costs and to work with budgets.

Required knowledge

- subject matter around which the activity, program or event is developed
- features of typical policies, procedures and practices relating to the provision of public activities, events and programs
- concept of sustainable museum practice and its relevance to the development of public programs
- sources of advice and specialist assistance for activity development
- planning and scheduling for activity, event or program
- interpretation techniques suitable for a wide range of audiences
- relevant resources for planning, promoting, delivering and evaluating activity, event or program
- cultural protocols to be observed in developing programs, including those relating to Aboriginal or Torres Strait Islander contexts
- copyright, moral rights and intellectual property issues and legislation that impact on the development of activities, including those relevant to Indigenous cultures
- other relevant legislation including child protection and Trade Practices.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • research, development and evaluation of an activity, event or program to meet a particular need • detailed knowledge of subject matter and ability to apply that knowledge to the development process.
Context of and specific	Assessment must ensure:

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EVIDENCE GUIDE

resources for assessment

- assessment conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity
- integration of realistic workplace constraints for the development process e.g. budget, space limitations, other resource constraints
- access to relevant organisational documentation
- access to equipment and resources relevant to the activity, program or event.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- project to develop and evaluate an activity, program or event for a nominated customer group/organisation
- oral or written questioning to assess knowledge of development processes.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)
- CULMS004B Integrate knowledge of education and learning into museum activities
- other exhibition units.

Range Statement

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

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RANGE STATEMENT

the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Activities, ***events or programs*** may include:

- guided tours
- exhibitions
- special occasions and festivals
- holiday or weekend activities
- performances e.g. theatre, film, music, dance, craft demonstrations, workshops
- scientific experiments
- presentations, demonstrations
- excursions, field trips, site visits, guided tours
- school visit programs
- institution open days
- ceremonies
- school programs

External influences on program development may include:

- current or emerging community interests
- social trends
- current events
- programs in other institutions
- changes in technology
- visitation patterns

Other specialists may include:

- curators
- designers
- actors/performers
- environmental consultants
- interpretation consultants
- cultural advisers
- technical experts
- curriculum advisers
- teachers
- educational psychologists, learning advisors

Proposal may include:

- rationale, aims, objectives and expected outcomes, in financial and other terms
- facilities, resources and equipment needed
- target audience

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RANGE STATEMENT

- marketing and promotion requirements
- staff training needs

Resources required may include:

- natural resources
- lighting
- audiovisual equipment and recordings
- handouts
- costumes
- props
- contractors e.g. performers
- guest speakers
- technical and creative staffing
- other equipment
- catering
- security
- support materials
- transportations
- furniture
- space
- booking systems/support

Support materials may include:

- replicas/education collection materials
- guidance materials
- descriptions
- labels
- signs
- overheads
- videos
- activity sheets
- curriculum-related material

Customers/***users*** may be:

- local community
- tourists
- educational groups
- special interest groups

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Unit Sector(s)

Not applicable.

Competency field

Competency field	Public Programs

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CULMS605C Develop and implement procedures for the movement and storage of cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and implement procedures and protocols for the movement and storage of cultural material.

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

Application of the Unit

Application of the unit

This unit applies to individuals responsible for the management of the movement and storage of cultural material. Depending on the size of the organisation, this role may be undertaken by collection management personnel, or by an individual with broader management responsibilities. Work is undertaken autonomously within organisational guidelines, often as the leader of a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish procedures for handling and movement of cultural material	1.1 Identify and assess ***key information*** about ***cultural material*** as the basis for developing ***movement and storage*** procedures
	1.2 Identify and assess ***key internal and external factors*** that impact on movement and storage
	1.3 Integrate current industry best practice into the development of procedures, including application of cultural protocols
	1.4 Identify and consult with ***key stakeholders*** in the development of procedures
	1.5 Identify and address any legal, insurance or other administrative requirements which impact on movement and storage of cultural material
	1.6 Identify and assess occupational health and safety issues and legislative requirements
	1.7 Develop and communicate clear and complete

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ELEMENT	PERFORMANCE CRITERIA
	procedures and plans for the movement/storage of cultural material, including responsibilities, timelines and resource allocations
2 Monitor movement/storage activities	2.1 Organise and monitor movement and storage arrangements in accordance with agreed procedures and the requirements for particular work situations
	2.2 Monitor the application of safe and secure work practices and take action to address any problems
	2.3 Monitor object movement and storage against schedules and allocated budgets and take action to address any problems
	2.4 Consult with colleagues on a regular basis to obtain feedback on movement and storage procedures
3 Manage movement/storage records	3.1 Monitor ***informationrecords*** to ensure completeness, currency, accuracy and observance of legal, ethical and cultural constraints
	3.2 Make adjustments and enhancements to ***record keeping*** systems based on ongoing review and feedback from users

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to consult with work colleagues and other stakeholders on requirements and constraints for movement and storage
- planning and organisational skills to establish and implement a range of interrelated processes
- literacy skills to interpret a wide range of information and to communicate detailed

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REQUIRED SKILLS AND KNOWLEDGE

procedures and systems

- numeracy skills to interpret and use budgets, and to work with numerical record keeping systems.

Required knowledge

- technical/conservation issues associated with the movement of particular cultural material in a given work context
- technical/conservation issues associated with the storage of particular cultural material in a given work context
- typical protection, transportation, storage and security procedures and practices relevant to the work context
- legal and administrative requirements for the movement/storage of cultural material
- cultural protocols that affect the movement/storage of cultural material, including those for Aboriginal or Torres Strait Islander material
- copyright, moral rights and intellectual property legislation and issues that impact on movement/storage of cultural material
- safety legislation and requirements that impact on the movement/storage of cultural material.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- application of planning and organisational skills to the development and implementation of procedures for movement/storage of cultural material
- knowledge of the internal, external and technical issues that impact on movement/storage of cultural material.

Context of and specific

Assessment must ensure:

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EVIDENCE GUIDE

resources for assessment

- involvement of, and interaction with others to reflect consultation and team leadership
- assessment over a period of time to reflect the ongoing implementation and monitoring aspects of the unit
- access to relevant policies and procedures manuals
- access to a collection for which procedures can be planned.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of procedures developed by the candidate, and the processes used
- evaluation of candidate's ability to develop procedures and highlight appropriate issues for different workplace contexts and situations
- oral or written questioning to assess knowledge of technical and other considerations in the movement/storage of cultural material.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBFLM412A Promote team effectiveness
- CUEFIN02C Manage a budget.

Range Statement

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

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RANGE STATEMENT

and regional contexts) may also be included.

Key information may include:

- nature of material
- condition of material
- dimensions
- weight
- intended use
- length and mode of journey
- planned duration of storage
- type of storage facility
- climate
- propensity for pest infestation
- ownership details
- cultural considerations

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

The ***movement and storage*** of cultural material may:

- take place within the museum
- involve transferring material into the institution from outside
- involve transferring objects from within the institution to an outside location
- involve various forms of transport
- involve long or short term storage

Key internal and external factors may include:

- organisational priorities
- resource constraints
- space constraints
- future programs and events

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RANGE STATEMENT

- intentions/programs of other museums
- visitor trends
- availability of specialist expertise
- legal requirements
- cultural considerations

Key stakeholders may include:

- other management
- staff
- volunteers
- suppliers
- conservators
- curators
- lenders/borrowers

Procedures and plans may include consideration of:

- suitable transfer methods
- protection and security of items
- protective materials and equipment
- transportation methods
- transportation routes
- preferred suppliers
- contingencies for potential hazards
- physical, environmental and security constraints of destination
- safe health and manual handling procedures
- legal and financial requirements
- cultural protocols
- location and placement of cultural material at destination
- record keeping requirements

Information records about cultural material may include:

- physical description
- dimensions
- weight
- accession number
- photograph/image
- special handling requirements
- associated collection items
- accessories

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RANGE STATEMENT

- exhibition and storage history
- location
- condition
- previous conservation reports
- history and provenance
- significance e.g. cultural, technical, scientific, historical, social
- source e.g. original location, donor, dealer, maker, collector
- loan information
- insurance details

Record keeping may be in a variety of formats including:

- paper documents
- photographic
- film and video
- sound recordings
- computer-based

Unit Sector(s)

Not applicable.

Competency field

Competency field Collection Management

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CULMS609C Develop policies and strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop/review policies and strategies which guide the planning and implementation of organisational activities.

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

Application of the Unit

Application of the unit

This unit may be applied in any industry or community context and requires the application of significant critical thinking, communication and planning skills at a strategic level. Managers, independent consultants, technical specialists or groups such as boards and committees may undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the internal and external environment	1.1 Research and evaluate relevant ***external and internal factors*** that impact on ***policies and strategies***
	1.2 Take account of new and emerging technologies and industry trends
	1.3 Consult with ***key stakeholders*** during the research process
	1.4 Synthesise and refine outcomes of research to guide policy development
2 Undertake policy development	2.1 Integrate the outcomes of research into the development process
	2.2 Develop policies which take account of the organisation's mission, direction, goals and priorities
	2.3 Take account of environmental, social, cultural and ethical obligations and the need for sustainability in

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ELEMENT	PERFORMANCE CRITERIA	
		developing policy positions
	2.4	Identify and consider appropriate resource options and constraints
	2.5	Integrate appropriate collaboration, consultation and communication with key stakeholders
3 Formulate strategies	3.1	Formulate strategies for implementation of policy in consultation with relevant people
	3.2	Develop strategies and tactics which address all key aspects of the policy
	3.3	Establish and integrate appropriate action plans and ***evaluation mechanisms***
4 Communicate policies/strategies	4.1	Write or otherwise communicate policies in a style and format appropriate to the organisation
	4.2	Clearly communicate policies to relevant stakeholders

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to undertake consultations and negotiations at a strategic level and to articulate complex ideas and concepts
- planning and organisational skills to translate concepts and broad strategies into practical action plans
- problem-solving skills to analyse complex challenges and develop appropriate solutions at a strategic level
- research and literacy skills to source, analyse and synthesise complex information and ideas

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Required Skills and knowledge

- numeracy skills to evaluate and estimate resource implications of different policies and strategies.

Required knowledge

- policy and strategy development techniques and processes
- features and formats of policy and strategy documents
- current trends, structures, government policies and operating environments relevant to the work context
- legal, social, environmental and ethical obligations and compliance issues that affect policy development in the relevant work context
- concept of sustainability and its impact on policy/strategy development
- cultural protocols that impact on policy development, including those relating to Aboriginal or Torres Strait Islander issues.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound application of research and analytical skills to the policy/strategy development process
- communication skills sufficient to facilitate effective consultation on complex issues
- development of policy and practical strategy to meet the needs of a specific workplace/industry context.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of others to reflect the communication and consultation aspects of the unit
- access to relevant policies and procedures manuals and other organisational documentation, eg organisational charts.

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EVIDENCE GUIDE

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of policies and strategies developed by the candidate
- evaluation of reports prepared by the candidate on the policy development process, challenges faced and how these were overcome
- evaluation of candidate's response to different industry or community scenarios to assess ability to develop policy and strategy for particular organisations/ workplace contexts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- THHGLE22A Manage risk.

Range Statement

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.

Policies and strategies may relate to:

- business operations
- building/site management
- financial management
- research and dissemination of information
- commercial and marketing issues
- cultural issues and diversity

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RANGE STATEMENT

- Indigenous issues
- employment practices
- sponsorship
- legal and administrative requirements

and in the particular context of the cultural industries:

- collection management
- conservation and preservation
- public programs/exhibitions
- education
- community access
- local content

External and internal factors may include:

- government policy
- market trends
- economic conditions/trends
- social/cultural environment
- legal and ethical constraints
- codes of practice
- current mission, goals, objectives
- resource constraints (human, financial, physical)
- management and operating structures
- skills capacity
- communication capability

Key stakeholders may include:

- boards of management/committees
- funding agencies
- customers
- employees
- government agencies
- suppliers
- strategic alliance partners
- local community

Evaluation mechanisms may include:

- key performance indicators
- customer feedback
- regular management reviews

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RANGE STATEMENT

- industry benchmarking

Unit Sector(s)

Not applicable.

Competency field

Competency field Business Administration and Management

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CULMS610C Research, describe and document cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research, describe and document cultural material, including the assessment and articulation of significance. The unit focuses on assessing and articulating the significance of cultural material, requires the application of significant judgement and is conducted under limited guidance.

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

Application of the Unit

Application of the unit

This unit applies to individuals who are responsible for the assessment and description of any type of cultural material within a collection. It requires the application of significant judgement and specialised knowledge, and is conducted under limited guidance from others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Describe cultural material	1.1 Examine ***cultural material*** in accordance with industry best practice and organisational procedures
	1.2 Research ***relevant information sources*** regarding history and provenance of the cultural material
	1.3 Accurately identify unusual and distinctive features of the cultural material
	1.4 Clearly identify the cultural material wherever possible and provide a rationale for the identification
	1.5 Accurately and clearly record the results of the identification process in an appropriate format
2 Assess significance	2.1 Identify and consult with ***key stakeholders*** regarding the significance of cultural material
	2.2 Clearly identify the relationship of the material to related items in the collection and the significance of

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ELEMENT	PERFORMANCE CRITERIA
	this relationship
	2.3 Identify the need for and seek appropriate expert advice where necessary
	2.4 Take action to ensure an item's condition and its conservation needs are fully described, and alert relevant personnel as required
3 Summarise information	3.1 Record descriptions in accordance with organisational procedures and practices
	3.2 Articulate the significance of the cultural material in an ***appropriate format*** and in sufficient ***detail in the description*** to meet organisational requirements
4 Complete accession details	4.1 Record ***accession details*** and allocate accession numbers according to organisational procedures and practices and from the correct sequence
	4.2 Confirm the identity of the cultural material before the accession process is implemented
	4.3 Accurately record the accession number in the appropriate information system
	4.4 Accurately record the accession number on the cultural material in accordance with organisational procedures and practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills to conduct wide-ranging and detailed information searches on different types of cultural material

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REQUIRED SKILLS AND KNOWLEDGE

- communication skills to hold consultations with stakeholders on potentially complex aspects of cultural material significance
- planning and organisational skills to integrate research, consultation and recording processes
- literacy skills to analyse and document potentially complex information on cultural material
- numeracy skills to work with numerical accession systems.

Required knowledge

- subject matter expertise related to the cultural material, including detailed knowledge of information sources
- concepts of significance and significance assessment process
- relevant sources of expert advice relevant to the work context
- handling and examination techniques in the relevant work context
- conservation policies and procedures as they apply to identification, description and documentation of cultural material
- copyright, moral rights and intellectual property issues and legislation and their impact on identification, description and documentation of cultural material
- cultural protocols for examining, identifying and reporting on cultural material, including Indigenous protocols
- industry procedures and systems for examining, identifying and reporting on cultural material.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- application of detailed knowledge of assessment and description techniques and procedures for cultural material
- practical application of techniques through identification and description of a range of different types of cultural material.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills
- use of current industry systems to research, describe and document cultural material
- access to relevant policies and procedures manuals
- access to cultural material to be identified, described, documented.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of descriptions and records created by the candidate
- evaluation of research processes undertaken by the candidate to identify and assess the significance of cultural material
- evaluation of collection information prepared by the candidate to describe a number of different types of cultural material
- oral or written questioning to assess knowledge of industry standards and procedures for identification, description and documentation of cultural material.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS502CAcquire/dispose of cultural material.

Range Statement

RANGE STATEMENT

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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.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Relevant information sources may include:

- other museums
- previous holders of cultural material
- other museum workers
- publications
- experts/specialists
- organisation's collection
- catalogues
- reference works
- written reports
- local community members
- archives
- libraries
- Internet
- makers/artists

Key stakeholders may include:

- donors
- owners/custodians
- cultural groups
- users
- community associations
- experts/specialists

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RANGE STATEMENT

- makers/artists

Appropriate format may be:

- verbal
- written
- graphic
- photographic

Detail in the description may relate to:

- physical appearance of the item
- significance (historic, scientific research)
- provenance
- previous owners
- dimensions
- intactness
- condition (good to seriously degraded)
- relationship to other material (within or outside of the collection)
- conservation needs (care, handling, protection)
- previous conservation
- age
- functionality
- adaptations/repairs
- marks/inscriptions
- construction materials
- construction method
- maker/artist
- associations with place

Accession details may include:

- date of accession
- details of previous ownership
- brief description
- registration number
- acquisition method
- costs e.g. value, maintenance costs
- copyright details
- maker/artist
- date of creation
- dimensions

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Unit Sector(s)

Not applicable.

Competency field

Competency field Collection Management

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CULMS611C Lend/borrow cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and implement criteria and procedures for lending and borrowing cultural material.

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

Application of the Unit

Application of the unit

Museums and other 'keepers' of cultural material regularly exchange and share parts of their collections. This unit applies to individuals responsible for establishing and managing this lending/borrowing process, and includes considerable risk assessment and negotiation to protect the integrity of the cultural material. Specialised knowledge is required. Work is undertaken autonomously but in consultation with stakeholders.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish loans/borrowings criteria and procedures	1.1 Establish clear conditions for ***loans***/***borrowings*** of ***cultural material***, including care and record keeping requirements
	1.2 Tailor ***conditions of loans***/***borrowings*** to meet the needs of different types of borrower where appropriate
	1.3 Establish risk assessment procedures for both borrowings and loans
	1.4 Clearly specify limits of responsibility in relation to loans/borrowings
	1.5 Establish procedures for monitoring and reviewing the loans and borrowing criteria
	1.6 Consult and communicate with all relevant stakeholders on loans/borrowings procedures

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ELEMENT	PERFORMANCE CRITERIA
2 Evaluate loan requests	2.1 Assess condition of item, its suitability for loan, and resources required to prepare for loan
	2.2 Conduct a risk assessment, including consideration of environmental, transportation and security issues
	2.3 Clearly establish/communicate the purpose of the loan
	2.4 Establish/communicate any ***costs associated with lending and borrowing objects***
	2.5 Establish a ***record and documentation system*** to accurately record relevant information on the loan to allow for easy access by others
3 Negotiate loans and borrowings	3.1 Establish lending/borrowing terms and agree with the appropriate people
	3.2 Conduct negotiations with the borrower/lender in accordance with procedures
	3.3 Confirm loan/borrowing conditions and evaluate ability for these to be met
	3.4 Conduct negotiations in a manner that maintains goodwill between individuals and the relevant organisations
	3.5 Accurately document all relevant loans/borrowings agreements in the ***record and documentation system*** in accordance with organisational requirements
	3.6 Make appropriate operational arrangements for loan/borrowing to proceed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication skills to consult and negotiate with a broad range of stakeholders
- problem-solving skills to identify and develop solutions and contingency management plans related to risks of lending and borrowing
- planning and organisational skills to establish and organise coherent processes for lending and borrowing cultural material
- literacy skills to both interpret and develop written agreements for lending and borrowing cultural material
- numeracy skills to assess and manage costs associated with lending and borrowing cultural material.

Required knowledge

- common procedures and practices for borrowing and lending cultural material (specific items and whole collection)
- legal, ethical and financial requirements for borrowing and lending cultural material
- cultural protocols for borrowing and lending cultural material, including Indigenous protocols
- subject matter expertise relevant to the work context
- potential sources for borrowing and lending cultural material in a given work context
- commonly required resources for borrowing and lending of cultural material
- security and protection issues which impact on lending/borrowing.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- detailed knowledge of procedures and protocols for lending/borrowing cultural material
- establishment and use of lending/borrowing procedures for a specific workplace context.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to reflect necessary communication and negotiation
- access to relevant policies and procedures manuals
- access to a collection for which procedures may be established.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of procedures developed by the candidate in relation to their practicality and comprehensiveness
- evaluation of procedures and processes developed by the candidate for the lending/borrowing of different types of cultural material
- oral or written questioning to assess knowledge of issues for consideration when lending/borrowing objects.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS610C Research, describe and document objects.

Range Statement

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

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RANGE STATEMENT

the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Loans/borrowings may be short or long-term and may be for:

- research
- static exhibition
- mobile exhibition
- education
- conservation

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Conditions of loans/borrowings may relate to:

- cost
- insurance
- duration
- location
- display
- usage
- security
- environmental considerations
- cultural considerations
- copyright
- ethical consideration

Record and documentation systems may include:

- manual
- electronic

Costs associated with lending and borrowing objects may

- handling
- insurance

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RANGE STATEMENT

include:

- transportation
- security
- environment
- conservation
- packing
- documentation

Unit Sector(s)

Not applicable.

Competency field

Competency field Collection Management

Modification History

Not Available

INTRODUCTION - USE CARPENTRY TOOLS AND EQUIPMENT

Unit Descriptor	This unit specifies the competency required to safely select and use carpentry tools and equipment. The unit includes hand tools, power tools, pneumatic tools, plant and equipment.
Prerequisite Unit(s)	BCGCM1001B Follow OH&S policies and procedures
Unit Sector	Carpentry

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ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1 Work instructions and operational details are obtained, confirmed and applied 1.2 Safety requirements are followed in accordance with safety plans and policies 1.3 Signage/barricade requirements are identified and implemented 1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement 1.5 Material quantity requirements are calculated in accordance with plans and/or specifications 1.6 Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use 1.7 Environmental protection requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied
2. Identify and select hand, power pneumatic tools	1 Hand, power and pneumatic tools, their functions, operations and limitations are identified and selected 2.2 OH&S requirements for using hand, power and pneumatic tools are recognized and adhered to 2.3 Lubricants, hydraulic fluid and water are checked according to manufacturers recommendations
3. Use tools	3.1 Hand tools used are appropriate to the task, the materials and are in accordance with OH&S requirements 3.2 Power and pneumatic tools are safely and effectively used in accordance with manufacturers recommendations and State or Territory OH&S requirements 3.3 Tools are sharpened and maintained
4. Identify, select and use plant and equipment	4.1 Plant and equipment are selected and used consistent with OH&S requirements and the needs of the job 4.2 Lubricants, hydraulic fluid and water are checked according to manufacturers recommendations

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	4.3 Plant and equipment are maintained in accordance with manufacturers recommendations and standard work practices
5. Clean Up	5.1 Work area is cleared and materials disposed of, reused or recycled in accordance with legislation/regulations/codes of practice and job specification
	5.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers' recommendations and standard work practices.

KEY COMPETENCIES

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which: Level 1 -relates to working effectively within set conditions and processes;

Level 2 -relates to the management or facilitation of conditions or processes; and

Level 3 -relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Key Competency	Example of Application - Performance Level 1
Communicating ideas and information	Communicate ideas and information orally and in writing, in simple English to enable confirmation of work requirements, passage of information
	and requests to other workers during operations and the reporting and recording of work outcomes
Collecting analysing and organising information	Collect, organise, interpret and understand the information required for using carpentry tools and equipment, including work instructions, plans/sketches/diagrams, safety instructions, signage, labels, quality procedures, manufacturer's instructions, material safety data sheets and equipment instructions
Planning and organising activities	Conduct activities associated with using carpentry tools and equipment, including the coordination and use of equipment, materials and tools to avoid backtracking and rework

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Working with others and in teams	Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity
Using mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate material requirements and establish quality checks
Solving problems	Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage
Using technology	Use workplace technology related to using carpentry tools and equipment, including the use of calculators, power, pneumatic and levelling equipment, the use of communication devices and the reporting/recording of results

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope	• Planning and preparation is to include but not be limited to worksite inspection, equipment defect identification, assessment of conditions and hazards and determination of work requirements • Hand tools are to include but not be limited to setting out, marking out and levelling tools, cutting, planing, boring, shaping, fixing, fastening and percussion tools and holding tools • Power and pneumatic tools (portable and static) are to include but not be limited to electrical and pneumatic operated tools, leads and hoses and may include gas driven tools • Plant and equipment are to include but not be limited to generator, compressor, pneumatic driven, 240v power supplied, hand held or small single person operated equipment
Safety (OH&S)	• OH&S requirements are to be in accordance with legislation/regulations/codes of practice, organisational safety policies and procedures and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, organisational first aid, hazard control and hazardous materials and substances • Personal protective equipment is to include that prescribed under

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	legislation/regulation/codes of practice and workplace policies and practices • Safe operating procedures are to include but not be limited to the conduct of operational risk assessment and treatments associated with power cables (including overhead service trays, cables and conduits), lighting, earth leakage boxes, trip hazards, working with dangerous materials, working in confined spaces, surrounding structures, restricted access barriers, working at heights, traffic control, working at heights, working in proximity to others, worksite visitors and the public • Emergency procedures related to equipment operation are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation
Environmental Requirements	• Environmental requirements are to include but are not limited to waste management, noise, dust, vibration and clean-up management
Quality Requirements	• Quality requirements are to include but not be limited to relevant regulations including Australian Standards, internal company quality policy and standards, workplace operations and procedures and manufacturers specifications where specified
Statutory/Regulatory Authorities	• Statutory/regulatory authorities may include Federal, State and Local Authorities administering the applicable acts, regulations and codes of practice
Materials	• Materials are to include but not be limited to timber, reconstituted timber products and may include bricks and concrete masonry units, joinery units, structural steel sections/components, concrete components, reinforcement materials, scaffolding components, metal sheeting, insulation, glass, paints and sealants, plaster or fibre cement sheeting
Communications	• Communications are to include but not limited to verbal and visual instructions and fault reporting and may include mobile phone, site specific instructions, written instructions, plans or instructions related to job/task, two way radio and hand signals • On site meeting processes may include notification/ scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues
Information	• Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets (MSDS), diagrams or sketches

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- Safe work procedures related to using carpentry tools and equipment
- Regulatory/legislative requirements pertaining to using carpentry tools and equipment
- Manufacturer's specifications and instructions where specified
- Organisation work specifications and requirements
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit	• Location, interpretation and application of relevant information, standards and specifications • Compliance with site safety plan and OH&S legislation/regulations/codes of practice applicable to workplace operations • Compliance with organisational policies and procedures including quality requirements • Safe and effective operational use of tools, plant and equipment • Communication and working effectively and safely with others • Identification and selection of hand tools for given tasks • Safe use and maintenance of a minimum of rules, tapes, squares, hammer, hand saw, hand plane and chisels for given tasks • Identification of power and pneumatic tools for a given task • Safe use and maintenance of a minimum of power saw, electric plane, impact power drill, nail gun and compressor for given tasks • Maintenance including grinding and sharpening of a hand plane, chisel, a hand saw and one non tungsten tip power saw blade
Relationship to other units	• Pre-requisite units are: • BCGCM1001B Follow OH&S policies and procedures

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- Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Specific knowledge required to achieve the performance criteria

- A knowledge of:
  - Workplace and equipment safety requirements
  - Quality requirements
  - General Construction terminology
  - Plant, tools and equipment types, characteristics, uses and limitations
  - Carpentry tool use techniques
  - Carpentry materials
  - Processes for the calculation of material requirements
  - Material Safety Data Sheets
  - Plans, drawings and specifications
  - Materials handling, storage and environmentally friendly waste management
  - Relevant acts, regulations and codes of practice
  - Tools and equipment safety manuals and instructions
  - JSA's/Safe work method statement

The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur using standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory requirements including specified Australian Standards

Methods of assessment

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry's General Construction Training Package
- Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge

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- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency, including those listed above

Specific resource requirements for this unit

- The following resources should be made available:
  - workplace location or simulated workplace
  - materials relevant to using carpentry tools and equipment
  - hand and power tools, plant and equipment
  - realistic activities covering the mandatory task requirements
  - specifications and work instructions

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BSBADM305A Create and use databases

Modification History

Not applicable.

Unit Descriptor

This unit covers the creation of simple data tables, forms, reports and queries to create a simple database that is used for storage and retrieval of information. This unit is related to BSBADM403A Develop and use complex databases.

This unit covers the creation of simple data tables, forms, reports and queries to create a simple database that is used for storage and retrieval of information. This unit is related to BSBADM403A Develop and use complex databases

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

Element	Performance Criteria
1 Use safe work practices	1.1 Workspace, furniture and equipment are adjusted

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			to suit the ergonomic requirements of the user
		1.2	Work organisation meets organisational and occupational health and safety requirements for computer operation
		1.3	Energy and resource conservation techniques are used to minimise wastage in accordance with organisational and statutory requirements
2	Create simple databases	2.1	Organisational requirements in relation to data entry, storage, output and presentation requirements are identified
		2.2	Database use, output, reporting and presentation requirements are determined in accordance with organisational policy and procedures
		2.3	Database utilises software functions and simple formulae to meet identified requirements
		2.4	Data table and form layout enable efficient data input and display
		2.5	Database reports are formatted in accordance with organisational style and presentation requirements
3	Create simple database queries	3.1	Information output, database tables to be used and report layout are determined to meet task requirements
		3.2	Data groupings, search and sort criteria are determined to meet task requirements
		3.3	Queries are run and the results checked to ensure they provide the required data
4	Use simple databases	4.1	Data is entered, checked and amended in accordance with organisational and task requirements
		4.2	Data input meets designated timelines and organisational requirements for speed and accuracy
		4.3	Queries and formulae are tested to confirm output meets task requirements
		4.4	Manuals, user documentation and on-line help are used to overcome problems with database design and production

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4.5 Database reports and/or forms are previewed, adjusted and printed in accordance with organisational and task requirements

4.6 Databases are named and stored, in accordance with organisational requirements and the application exited without data loss/damage

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Databases are appropriate to task requirements and efficient input of data

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisational policy and procedures on

saving and backing up files

format of workplace reports / documents

energy and resource conservation

databases, including entry

database reports strategy

simple formulae

Underpinning Skills

Numeracy skills in relating to creating simple queries and using simple formulae

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:

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workplace reference materials such as style guides

computer equipment with database software

English dictionary

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** - to determine the most appropriate database format

Communicating ideas and information - through the production of effective database reports

Planning and organising activities - to determine queries, formulae and input data

Working with teams and others - to determine database outputs and printing requirements

Using mathematical ideas and techniques - while using queries and formulae in the database

Solving problems - using manuals and on-line help

Using technology - to create and use databases

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Critical Aspects of Evidence

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Using mathematical ideas and techniques - while using queries and formulae in the database

Solving problems - using manuals and on-line help

Using technology - to create and use databases

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Organisational policy and procedures may include:

log-on procedures

password protection

storage / location of data

standard formats

author's instructions

use of templates

Ergonomic requirements may include:

workstation height and layout

chair height, seat and back adjustment

footrest

screen position

keyboard and mouse position

document holder

posture

avoiding radiation from computer screens

lighting

noise minimisation

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Work organisation may include:

mix of repetitive and other activities

rest periods

exercise breaks

Conservation techniques may include:

double-sided paper use

re-used paper for rough drafts (observing confidentiality requirements)

recycling used and shredded paper

utilising power-save options for equipment

Software functions may include:

field definitions / attributes

inserting / deleting blank lines and spaces

altering field widths

adding, deleting, moving, re-labeling fields

repeating (if available)

calculate/formula

formatting fields

formatting text

data protection

headers/footers

table, form and report wizards

Simple formulae may include:

count

maximum

minimum

average

sum

subtraction

multiplication

division

combinations of above

Report formatting may include:

alignment on page

tables

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columns

enhancements to format - borders, patterns and colours

enhancements to text

headers/footers

Data may include:

numbers

text

Checking may include:

proofreading

accuracy of data

spelling, electronically and manually

accuracy of formulae with calculator

outcome of sorting / filtering

ensuring instructions with regard to content and format have been followed

Designated timelines may include:

timeline agreed with supervisor/person requiring database

timeline agreed with internal/external client

Printing may include:

records

tables

forms

queries

reports

Storage of data may include:

storage in electronic folders / sub-folders

storage on hard/floppy disk drives, CD ROM, tape backup

organisation policy for backing up files

organisation policy for filing hard copies of databases

filing locations

security

authorised access

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

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relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Organisational policy and procedures may include:

log-on procedures

password protection

storage / location of data

standard formats

author's instructions

use of templates

Ergonomic requirements may include:

workstation height and layout

chair height, seat and back adjustment

footrest

screen position

keyboard and mouse position

document holder

posture

avoiding radiation from computer screens

lighting

noise minimisation

Work organisation may include:

mix of repetitive and other activities

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exercise breaks

Conservation techniques may include:

double-sided paper use

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utilising power-save options for equipment

Software functions may include:

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altering field widths

adding, deleting, moving, re-labeling fields

repeating (if available)

calculate/formula

formatting fields

formatting text

data protection

headers/footers

table, form and report wizards

Simple formulae may include:

count

maximum

minimum

average

sum

subtraction

multiplication

division

combinations of above

Report formatting may include:

alignment on page

tables

columns

enhancements to format - borders, patterns and colours

enhancements to text

headers/footers

Data may include:

numbers

text

Checking may include:

proofreading

accuracy of data

spelling, electronically and manually

accuracy of formulae with calculator

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outcome of sorting / filtering

ensuring instructions with regard to content and format have been followed

Designated timelines may include:

timeline agreed with supervisor/person requiring database

timeline agreed with internal/external client

Printing may include:

records

tables

forms

queries

reports

Storage of data may include:

storage in electronic folders / sub-folders

storage on hard/floppy disk drives, CD ROM, tape backup

organisation policy for backing up files

organisation policy for filing hard copies of databases

filing locations

security

authorised access

Unit Sector(s)

Not applicable.

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BSBADM306A Create electronic presentations

Modification History

Not applicable.

Unit Descriptor

This unit covers the design of electronic presentations for speakers, self-access and on-line access.

This unit covers the design of electronic presentations for speakers, self-access and on-line access

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

Element	Performance Criteria
1 Use safe work practices	1.1 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user

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		1.2	Work organisation meets organisational and statutory requirements for computer operation
		1.3	Energy and resource conservation techniques are used to minimise wastage in accordance with organisational and statutory requirements
2	Prepare presentation	2.1	The purpose, audience and mode of presentation are determined in consultation with the content author / presenter
		2.2	Presentation requirements in terms of supporting documents, transparencies and equipment are identified
		2.3	Slide, notes and handout masters are designed to incorporate organisational and task requirements in relation to image and preferred style/s
		2.4	Software functions are utilised for consistency of design and layout to meet identified presentation requirements
		2.5	Presentation features are balanced for visual impact and emphasis
		2.6	Presentations are prepared within designated timelines
3	Produce presentation	3.1	Advanced software features are used to streamline and customise the presentation for different audiences
		3.2	Manuals, user documentation and on-line help are used to overcome problems with design and production
		3.3	Presentation is checked for spelling, consistency and style in accordance with task requirements
		3.4	Presentation is rehearsed to adjust pace and timing in accordance with task requirements
		3.5	Presentation materials are printed in accordance with presenter / audience requirements
		3.6	Presentation is stored, in accordance with organisational requirements and the application exited without information loss/damage

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Knowledge of a range of presentation styles / format suitable for different audiences

Selection of available formats to create effective presentations

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisational guidelines on

Safe work practices

Presentation requirements

Storage of presentation

Effect of design features on readability and appearance of electronic presentations

Underpinning Skills

Keyboarding and computer technology skills

Literacy skills: for reading and understanding the organisation's procedures; using screen layout to support text structure

Proofreading and editing: checking own work and rereading for accuracy against author's requirements

Communication including questioning and clarifying

Numeracy skills for calculating text and object placement

Problem solving skills

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** - to determine the content and organisational requirements of presentations

Communicating ideas and information - through well-designed visual presentations

Planning and organising activities - to prepare and rehearse presentations

Working with teams and others - to identify speaker / presenter requirements

Using mathematical ideas and techniques - to design a spatially balanced layout

Solving problems - through the use of manuals and on-line help

Using technology - to create electronic presentations

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Knowledge of a range of presentation styles / format suitable for different audiences

Selection of available formats to create effective presentations

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

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Safe work practices

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Literacy skills: for reading and understanding the organisation's procedures; using screen layout to support text structure

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Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** - to determine the content and organisational requirements of presentations

Communicating ideas and information - through well-designed visual presentations

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Planning and organising activities - to prepare and rehearse presentations

Working with teams and others - to identify speaker / presenter requirements

Using mathematical ideas and techniques - to design a spatially balanced layout

Solving problems - through the use of manuals and on-line help

Using technology - to create electronic presentations

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Organisational policy and procedures may include:

log-on procedures

password protection

storage / location of data

standard formats

author's instructions

use of templates

Ergonomic requirements may include:

workstation height and layout

chair height, seat and back adjustment

footrest

screen position

keyboard and mouse position

posture

avoiding radiation from computer screens

lighting

noise minimisation

Work organisation may include:

mix of repetitive and other activities

rest periods

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exercise breaks

Conservation techniques may include

double-sided paper use

re-used paper for rough drafts (observing confidentiality requirements)

recycling used and shredded paper

utilising power-save options for equipment

Mode of presentation may include:

speaker

self-running presentation

available for browsing by individuals

presentation conference

on-line / Internet / intranet

display on one computer, control from another

Presentation requirements may include:

overhead transparencies

35mm slides

world wide web documents

speaker notes

handouts

outlines

paper printouts of presentation / slide show

computer equipment and peripherals for on-screen presentation

data show

video projectors

laptop computer

overhead projector

slide projector

Internet access

network access

digital pointer

annotation pen

Organisational requirements may include:

corporate image

company logo

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company colour scheme

music

organisation name, time, date, occasion etc in header / footer

organisational video clip

Software functions may include:

slide master

handout master

notes master

creating templates

placeholders

colour schemes

importing outlines from other applications

Presentation features may include:

headlines / titles

text content

logos

pictures

charts

graphics

illustrations

objects

animation

sound

music

video clips

transitions

timing

pace

Designated timelines may include:

timeline agreed with supervisor/person requiring presentation

timeline agreed with internal/external client

organisation timeline eg conference deadline requirements

Distractions may include:

too many words / pictures per slide

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overuse of sound

irrelevant animation

multiple transitions

heavy colour

Advanced software features may include:

agenda slides

presentation within a presentation - custom show

Pace may be:

too fast

too slow

Timing is:

time for slide show plus speaker (if any) plus audience input

Presentation materials may include:

overhead transparencies

35mm slides

world wide web documents

speaker notes

handouts

outlines

paper printouts of presentation / slide show

Storage of presentations may include:

storage in folders / sub-folders

storage on hard/floppy disk drives, CDROM, tape backup

organisation policy for backing up files

organisation policy for filing hard copies

filing locations

security

authorised access

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

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Organisational policy and procedures may include:

log-on procedures

password protection

storage / location of data

standard formats

author's instructions

use of templates

Ergonomic requirements may include:

workstation height and layout

chair height, seat and back adjustment

footrest

screen position

keyboard and mouse position

posture

avoiding radiation from computer screens

lighting

noise minimisation

Work organisation may include:

mix of repetitive and other activities

rest periods

exercise breaks

Conservation techniques may include

double-sided paper use

re-used paper for rough drafts (observing confidentiality requirements)

recycling used and shredded paper

utilising power-save options for equipment

Mode of presentation may include:

speaker

self-running presentation

available for browsing by individuals

presentation conference

on-line / Internet / intranet

display on one computer, control from another

Presentation requirements may include:

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overhead transparencies

35mm slides

world wide web documents

speaker notes

handouts

outlines

paper printouts of presentation / slide show

computer equipment and peripherals for on-screen presentation

data show

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video clips

transitions

timing

pace

Designated timelines may include:

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organisation timeline eg conference deadline requirements

Distractions may include:

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presentation within a presentation - custom show

Pace may be:

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35mm slides

world wide web documents

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paper printouts of presentation / slide show

Storage of presentations may include:

storage in folders / sub-folders

storage on hard/floppy disk drives, CDROM, tape backup

organisation policy for backing up files

organisation policy for filing hard copies

filing locations

security

authorised access

Unit Sector(s)

Not applicable.

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BSBADM403A Develop and use complex databases

Modification History

Not applicable.

Unit Descriptor

This unit covers the use of database software to complete business tasks and produce usable complex documents.

This unit is related to BSBADM305A Create and use databases.

This unit covers the use of database software to complete business tasks and produce usable complex documents.

This unit is related to BSBADM305A Create and use databases.

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

Element	Performance Criteria

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1	Use safe work practices	1.1	Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user
		1.2	Work organisation meets organisational and statutory requirements for computer operation
		1.3	Energy and resource conservation techniques are used to minimise wastage in accordance with organisational and statutory requirements
2	Develop a linked database solution	2.1	Task is analysed and specifications for databases are determined
		2.2	Organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements are identified
		2.3	Databases are designed and constructed to meet the requirements of the given situation
		2.4	Field attributes are set according to data type and databases are linked by a common field in accordance with software procedures
		2.5	Database design utilises software functions and formulae to meet identified requirements
3	Develop database record forms and reports	3.1	Data entry forms are designed and created to meet specified requirements for entering and displaying information
		3.2	Data table and form layout enable efficient data input and display
		3.3	Field attributes are set according to data type and formulae / calculated field incorporated to meet task specifications
		3.4	Report formats are designed and c reated according to specified criteria using conditional operators as required
		3.5	Database reports are formatted in accordance with organisational style and presentation requirements
		3.6	Queries and formulae are tested to confirm output meets task requirements
4	Automate and standardise	4.1	Tasks are evaluated to identify those where

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	database operation		automation would increase efficiency
		4.2	Macros are created, used and edited to fulfil the requirements of the task and automate database operation
		4.3	Templates are developed, edited and used to ensure consistency of design and layout for forms and reports in accordance with organisational requirements
5	Use databases	5.1	Data is entered, checked and amended in accordance with organisational and task requirements
		5.2	Data is imported / exported between compatible databases and host documents adjusted in accordance with software and system procedures
		5.3	Manuals, user documentation and on-line help are used to overcome problems with spreadsheet design and production
		5.4	Database reports and/or forms are previewed, adjusted and printed in accordance with organisational and task requirements
		5.5	Database is named and stored, in accordance with organisational requirements and the application exited without data loss/damage

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Successful operation of linked databases

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Knowledge and application of advanced database functions to achieve efficient design of databases

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Advanced functions of database software applications

Impact of formatting and design on the presentation and readability of data

Organisational policies and procedures

Underpinning Skills

Literacy skills to interpret and evaluate the purposes and uses of various features of databases; use a variety of strategies for planning and reviewing own work

Proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources

Problem solving skills to use processes flexibly and interchangeably

Numeracy skills to collate and present data; graphs and related references

Communication skills to follow complex oral instructions when using technology; listen to and interpret complex sequenced instructions

Keyboarding skills

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:

workplace references such as computer user manuals, organisational policies and procedures and workplace procedural manuals

computer equipment including relevant software, printer

guide/examples of 'house style'

equipment (eg paper and other materials)

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

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Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (Level 2)- to determine database requirements

Communicating ideas and information (Level 1)- through well-designed records and reports

Planning and organising activities (Level 1)- to link databases and meet task specifications

Working with teams and others (Level 1)- to determine database purpose / use

Using mathematical ideas and techniques (Level 1)- to utilise formulae and calculate fields

Solving problems (Level 2)- using manuals and on-line help

Using technology (Level 2)- to develop and use complex databases

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Successful operation of linked databases

Knowledge and application of advanced database functions to achieve efficient design of databases

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Advanced functions of database software applications

Impact of formatting and design on the presentation and readability of data

Organisational policies and procedures

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Underpinning Skills

Literacy skills to interpret and evaluate the purposes and uses of various features of databases; use a variety of strategies for planning and reviewing own work

Proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources

Problem solving skills to use processes flexibly and interchangeably

Numeracy skills to collate and present data; graphs and related references

Communication skills to follow complex oral instructions when using technology; listen to and interpret complex sequenced instructions

Keyboarding skills

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computer equipment including relevant software, printer

guide/examples of 'house style'

equipment (eg paper and other materials)

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (Level 2)- to determine database requirements

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Communicating ideas and information (Level 1)- through well-designed records and reports

Planning and organising activities (Level 1)- to link databases and meet task specifications

Working with teams and others (Level 1)- to determine database purpose / use

Using mathematical ideas and techniques (Level 1)- to utilise formulae and calculate fields

Solving problems (Level 2)- using manuals and on-line help

Using technology (Level 2)- to develop and use complex databases

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Organisational policy and procedures may include:

log-on procedures

password protection

storage / location of data

standard formats

author's instructions

use of templates

Ergonomic requirements may include:

workstation height and layout

chair height, seat and back adjustment

footrest

screen position

keyboard and mouse position

document holder

posture

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avoiding radiation from computer screens

lighting

noise minimisation

Work organisation may include:

mix of repetitive and other activities

rest periods

exercise breaks

Conservation techniques may include:

double-sided paper use

re-used paper for rough drafts (observing confidentiality requirements)

recycling used and shredded paper

utilising power-save options for equipment

Database design may include:

Analysis

Appropriateness

field attributes

formulae (if required)

functions (if available)

format

entry and validation of data

importing and exporting data

linking fields

formatting and reformatting

split screen operation (if available)

Formulae may include:

Addition

Subtraction

Multiplication

Division

Maximum

Minimum

Average

combinations of above

Data entry form creation may include:

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field definitions

record layout

format

blank lines and spaces

insert

delete

titles

fields:

alter widths

move

re-label

add

delete

repeating (if available)

calculate/formula

Reports may include:

Query

selection criteria

conditional operators (and, or, not)

record selection

format

field selection

headers and footers (if available)

Macro selection options may include:

Append

Edit

Query

List

Delete

Report

Print

Exit

Templates may include:

Forms

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Reports

headers/footers

page formats

font types and sizes

headings

Printing may include:

Records

Tables

Forms

Queries

Reports

Storage of data may include:

storage in folders / sub-folders

storage on hard/floppy disk drives, CDROM, tape backup

organisation policy for backing up files

organisation policy for filing hard copies of spreadsheets

filing locations

security

authorised access

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Organisational policy and procedures may include:

log-on procedures

password protection

storage / location of data

standard formats

author's instructions

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use of templates

Ergonomic requirements may include:

workstation height and layout

chair height, seat and back adjustment

footrest

screen position

keyboard and mouse position

document holder

posture

avoiding radiation from computer screens

lighting

noise minimisation

Work organisation may include:

mix of repetitive and other activities

rest periods

exercise breaks

Conservation techniques may include:

double-sided paper use

re-used paper for rough drafts (observing confidentiality requirements)

recycling used and shredded paper

utilising power-save options for equipment

Database design may include:

Analysis

Appropriateness

field attributes

formulae (if required)

functions (if available)

format

entry and validation of data

importing and exporting data

linking fields

formatting and reformatting

split screen operation (if available)

Formulae may include:

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Addition

Subtraction

Multiplication

Division

Maximum

Minimum

Average

combinations of above

Data entry form creation may include:

field definitions

record layout

format

blank lines and spaces

insert

delete

titles

fields:

alter widths

move

re-label

add

delete

repeating (if available)

calculate/formula

Reports may include:

Query

selection criteria

conditional operators (and, or, not)

record selection

format

field selection

headers and footers (if available)

Macro selection options may include:

Append

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Edit

Query

List

Delete

Report

Print

Exit

Templates may include:

Forms

Reports

headers/footers

page formats

font types and sizes

headings

Printing may include:

Records

Tables

Forms

Queries

Reports

Storage of data may include:

storage in folders / sub-folders

storage on hard/floppy disk drives, CDROM, tape backup

organisation policy for backing up files

organisation policy for filing hard copies of spreadsheets

filing locations

security

authorised access

Unit Sector(s)

Not applicable.

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BSBCMN205A Use business technology

Modification History

Not applicable.

Unit Descriptor

This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data.

This unit is related to BSBCMN307A Maintain business resources.

This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data.

This unit is related to BSBCMN307A Maintain business resources.

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

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Element	Performance Criteria
1 Select and use technology	1.1 Appropriate technology and software applications are selected to achieve the requirements of the task
	1.2 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user
	1.3 Technology is used according to organisational requirements and in a way which promotes a safe work environment
2 Process and organise data	2.1 Files and records are identified, opened, generated or amended according to task and organisational requirements
	2.2 Input devices are operated according to organisational requirements
	2.3 Data is stored appropriately and applications are exited without damage to or loss of data
	2.4 Manuals, training booklets and/or on-line help or help-desks are used to overcome basic difficulties with applications
3 Maintain technology	3.1 Used technology consumables are identified and replaced in accordance with manufacturer's instructions and organisational requirements
	3.2 Routine maintenance is carried out and/or arranged in order to ensure that equipment is maintained in accordance with manufacturer's instructions and organisational requirements
	3.3 Equipment faults are accurately identified and action taken in accordance with manufacturer's instructions or by reporting fault to designated person

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Selection and application of functional software applications to produce workplace documents

Application of Occupational Health and Safety procedures for set up of workstation, operation of computer, changing toner cartridges and other work with plant and substances

Access, retrieval and storage of required data

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

The organisation's policies, plans and procedures, especially in regard to file-naming and storage conventions

The correct log-on and shut-down procedures for computer equipment

Organisational IT procedures including back-up and virus protection procedures

Basic technical terminology in relation to reading help-files and manuals

Methods of detecting faults in and solving problems with business technology

Underpinning Skills

Literacy skills to identify work requirements and understand and process basic, relevant workplace information; follow written instructions;

Communication skills to request advice, receive feedback and work with a team

Problem solving skills to solve routine problems

Keyboarding skills to produce basic workplace documents

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

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Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (Level 1) - to identify application needs

Communicating ideas and information (Level 1) - with members of the work team

Planning and organising activities (Level 1) - for self

Working with teams and others (Level 1) - in communicating equipment faults

Using mathematical ideas and techniques (Level 1) - when preparing routine maintenance

Solving problems (Level 1) - to identify application problems

Using technology (Level 2) - to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Selection and application of functional software applications to produce workplace documents

Application of Occupational Health and Safety procedures for set up of workstation, operation of computer, changing toner cartridges and other work with plant and substances

Access, retrieval and storage of required data

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

The organisation's policies, plans and procedures, especially in regard to file-naming and storage conventions

The correct log-on and shut-down procedures for computer equipment

Organisational IT procedures including back-up and virus protection procedures

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Basic technical terminology in relation to reading help-files and manuals

Methods of detecting faults in and solving problems with business technology

Underpinning Skills

Literacy skills to identify work requirements and understand and process basic, relevant workplace information; follow written instructions;

Communication skills to request advice, receive feedback and work with a team

Problem solving skills to solve routine problems

Keyboarding skills to produce basic workplace documents

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

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Planning and organising activities (Level 1) - for self

Working with teams and others (Level 1) - in communicating equipment faults

Using mathematical ideas and techniques (Level 1) - when preparing routine maintenance

Solving problems (Level 1) - to identify application problems

Using technology (Level 2) - to complete allocated tasks

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Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Technology may include:

computer technology, such as laptops and PCs

digital cameras

zip drives

modems

scanners

printers

Software applications may include:

email, internet

word processing, spreadsheet, database, accounting, or presentation packages

Organisational requirements may relate to procedures including:

log-on procedures

correctly identifying and opening files

locating data

saving and closing files

Occupational Health and Safety policies, procedures and programs

storing data

manufacturer's guidelines

legal and organisation policy/guidelines and requirements

Input devices may include:

keyboard

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numerical key pad

mouse

scanner

Storage of data may include:

storage in directories and sub-directories

storage on CD-ROMs, hard and floppy disk drives or back up systems

appropriate storage/filing of hard copies of computer generated documents

Technology consumables may include:

printer ribbons and cartridges

CD-ROM

zip disks

print heads

floppy disks

toner cartridges

backup tapes

Routine maintenance may include:

regular checking of equipment

replacing consumables

"in-house" cleaning and servicing of equipment according to manufacturer's guidelines

periodic servicing by qualified or manufacturer approved technician

Equipment faults or problems may be identified or anticipated by:

routine checking of equipment

preparation of a maintenance program

encouraging feedback from work colleagues

regular back-ups of data

keeping a log book of detected faults

regular Occupational Health and Safety inspections

checking that repairs have been carried out

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

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relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Technology may include:

computer technology, such as laptops and PCs

digital cameras

zip drives

modems

scanners

printers

Software applications may include:

email, internet

word processing, spreadsheet, database, accounting, or presentation packages

Organisational requirements may relate to procedures including:

log-on procedures

correctly identifying and opening files

locating data

saving and closing files

Occupational Health and Safety policies, procedures and programs

storing data

manufacturer's guidelines

legal and organisation policy/guidelines and requirements

Input devices may include:

keyboard

numerical key pad

mouse

scanner

Storage of data may include:

storage in directories and sub-directories

storage on CD-ROMs, hard and floppy disk drives or back up systems

appropriate storage/filing of hard copies of computer generated documents

Technology consumables may include:

printer ribbons and cartridges

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CD-ROM

zip disks

print heads

floppy disks

toner cartridges

backup tapes

Routine maintenance may include:

regular checking of equipment

replacing consumables

"in-house" cleaning and servicing of equipment according to manufacturer's guidelines

periodic servicing by qualified or manufacturer approved technician

Equipment faults or problems may be identified or anticipated by:

routine checking of equipment

preparation of a maintenance program

encouraging feedback from work colleagues

regular back-ups of data

keeping a log book of detected faults

regular Occupational Health and Safety inspections

checking that repairs have been carried out

Unit Sector(s)

Not applicable.

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BSBCMN406A Maintain business technology

Modification History

Not applicable.

Unit Descriptor

This unit covers the skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes activities such as the maintenance of existing technology and the planning of future technology requirements.

This unit is related to BSBCMN307A Maintain business resources. Consider co-assessment with BSBCMN407A Coordinate business resources.

This unit covers the skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes activities such as the maintenance of existing technology and the planning of future technology requirements.

This unit is related to BSBCMN307A Maintain business resources. Consider co-assessment with BSBCMN407A Coordinate business resources.

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.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Maintain performance of hardware and software	1.1 Systems effectiveness is monitored and evaluated to ensure it meets organisational and system requirements
	1.2 Operating system, drive and disk structure, reports and files are used to identify performance problems
	1.3 Disk drives and peripherals are maintained according to manufacturers' and organisational requirements
	1.4 Consumables are replaced in accordance with the manufacturers' and organisational requirements
	1.5 Software applications are installed and operated in accordance with developers' and organisational requirements
2 Provide basic system administration	2.1 System back up procedure is carried out at regular intervals according to organisational and system requirements
	2.2 Security access procedures are maintained in line with organisational requirements
	2.3 Licence for use of software is used, checked and recorded in accordance with organisational requirements
	2.4 Virus systems are maintained and updated on a regular basis in accordance with organisational requirements
3 Identify future technology requirements	3.1 Sources of information about new technology are accessed to maintain knowledge in current technology
	3.2 Feedback from clients and colleagues is used to identify and develop improved technology systems
	3.3 Existing technology is assessed against newly available technology to determine future needs and priorities

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3.4 New technologies are identified and selected to achieve and maintain continuous organisational development

3.5 Management and budget approval is obtained for new technologies identified and selected

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Evaluating and mapping network operations

Reviewing compliance with system protocols

Installing software and hardware

Organising and accessing software, materials and consumables

Maintaining virus, backup and security systems in line with organisational requirements

Identifying new technologies which match the future needs of the organisation

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Knowledge of the costs and benefits of technology maintenance strategies

Knowledge of organisation's operating systems, including knowledge of networks

Principles of developing a maintenance schedule for a network

Knowledge of back up and security procedures, maintenance and diagnostic procedures, licensing and installation and purchasing procedures

Understanding current industry accepted hardware and software products including knowledge of general features and capabilities

Understanding organisational business plans, goals and directions

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Understanding methods and processes to prepare budget and cost analysis

Knowledge of access protocols (eg. internet, TP/TCP)

Underpinning Skills

Literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; display logical organisation of written information

Research and analysis skills to analyse and identify organisation's future technology requirements

Problem solving skills for common network problems

Report writing skills to organise information from a range of sources to form recommendations

Analytical skills in relation to systems administration

Diagnostic skills in relation to identifying problems or faults

Decision making skills for purchasing of new technology

Interpersonal skills for cooperating with others on system use

Presentation skills for explaining the operation of technology in a business environment

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information -** (Level 3) to formulate recommendations

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Communicating ideas and information - (Level 2) with members of the work team

Planning and organising activities - (Level 2) to maintain business technology

Working with teams and others -(Level 2) in completing scheduled tasks

Using mathematical ideas and techniques -(Level 2) as an aid to measure and schedule tasks

Solving problems - (Level 2) to identify future technology requirements

Using technology -(Level 3) to complete allocated tasks

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Evaluating and mapping network operations

Reviewing compliance with system protocols

Installing software and hardware

Organising and accessing software, materials and consumables

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Knowledge of back up and security procedures, maintenance and diagnostic procedures, licensing and installation and purchasing procedures

Understanding current industry accepted hardware and software products including knowledge of general features and capabilities

Understanding organisational business plans, goals and directions

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Literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; display logical organisation of written information

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Diagnostic skills in relation to identifying problems or faults

Decision making skills for purchasing of new technology

Interpersonal skills for cooperating with others on system use

Presentation skills for explaining the operation of technology in a business environment

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

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Context/s of Assessment

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Solving problems - (Level 2) to identify future technology requirements

Using technology -(Level 3) to complete allocated tasks

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Organisational and system requirements may include:

quality assurances and/or procedures manuals

back up procedures

security and confidentiality procedures

legal and organisational policy/guidelines and requirements

storage retrieval and type of product licenses

storage of information technology documentation

register of licenses

Occupational Health and Safety policies, procedures and programs

code of conduct

ethical standards

maintenance of customised software

updating of virus protection systems

Disk drives and peripherals maintenance may include:

creating more free space on the hard disk

reviewing programs

deleting unwanted files

cleaning dust from internal and external surfaces

backing up files before major maintenance

checking hard drive for errors

defragmenting the hard disk

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using up-to-date anti-virus programs

Consumables may include:

printer ribbons and cartridges

print heads

disks

magnetic tape and cassettes

print media

Software may include:

word processing applications

spreadsheet applications

accounting applications

database applications

presentation applications

internet/intranet/extranet related programs

Information sources on new technology may include:

industry associations

seminars, workshops and training sessions

the internet

computer magazines and journals

trade fairs

computer software designers

computer hardware manufacturers

internal/external clients

retail outlets

Technology may include:

computers

modems

software

client services

data transfer devices

scanners

photocopiers

printers

Improved technology systems may include:

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access protocols

cable data transmissions

delivery and installation systems

maintenance options

multi-media

networking options

resource usage monitoring

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

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Organisational and system requirements may include:

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Technology may include:

computers

modems

software

client services

data transfer devices

scanners

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photocopiers

printers

Improved technology systems may include:

access protocols

cable data transmissions

delivery and installation systems

maintenance options

multi-media

networking options

resource usage monitoring

Unit Sector(s)

Not applicable.

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BSBFLM412A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required of frontline managers to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.

This unit replaces BSBFLM402A Show leadership in the workplace and BSBFLM404A Lead work teams, which have been combined to create this unit.

Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within both routine and non-routine methods and procedures which require planning and evaluation, and leadership and guidance of others.

This unit builds on BSBFLM312A Contribute to team effectiveness and is related to BSBFLM512A Ensure team effectiveness

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At this level, work will normally be carried out within both routine and non-routine methods and procedures which require planning and evaluation, and leadership and guidance of others.

This unit builds on BSBFLM312A Contribute to team effectiveness and is related to BSBFLM512A Ensure team effectiveness

Application of the Unit

Not applicable.

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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

Element	Performance Criteria
1 Plan to achieve team outcomes	1.1 Team purpose, roles, responsibilities, goals, plans and objectives are identified, established and documented in consultation with team members
	1.2 Team members are supported in meeting expected outcomes
2 Develop team cohesion	2.1 Opportunities are provided for input of team members into planning, decision making and operational aspects of work team
	2.2 Team members are encouraged and supported to take responsibility for own work and to assist each other in undertaking required roles and responsibilities
	2.3 Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions
	2.4 Issues, concerns and problems identified by team members are recognised and addressed or referred to relevant persons as required

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3	Participate in and facilitate work team	3.1	Team members are actively encouraged to participate in and take responsibility for team activities and communication processes
		3.2	The team is given support to identify and resolve problems which impede its performance
		3.3	Own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4	Liaise with management	4.1	Communication with line manager/management is kept open at all times
		4.2	Information from line manager/management is communicated to the team
		4.3	Unresolved issues, concerns and problems raised by the team/team members are communicated to line manager/management and followed up to ensure action is taken
		4.4	Unresolved issues, concerns and problems related to the team/team members raised by line managers/management are communicated to the team and followed up to ensure action is taken

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

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A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing and implementing plans, in leading and facilitating teamwork and in actively liaising with management. They must also provide evidence that teamwork is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation's image.

Specific Evidence Requirements

Required knowledge and understanding includes:

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

organisational policies and procedures

organisational goals, objectives and plans

organisational structure, including organisational chart

the principles and techniques associated with:

- leadership
- delegation and work allocation
- group dynamics and processes
- motivation
- goal setting
- planning
- negotiation
- individual behaviour and difference

Required skills and attributes include:

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

communication skills

basic training skills, including mentoring and coaching

planning and organising skills

problem solving skills

leadership skills

group facilitation skills

attributes:

- empathic
- communicative
- showing positive leadership

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- self-aware
- supportive
- trusting
- open
- flexible
- accommodating
- initiating
- loyal
- recognising achievement
- fair
- adaptable
- assertive
- persuasive

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering 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. The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

communicating verbally to lead a team including negotiating, basic training, conducting meetings, questioning and discussing

communicating in writing, including report writing, communicating with management, identifying issues and concerns in writing

Collecting, analysing and organising information (2)

maintaining currency of own knowledge and skills and that of team members relevant to organisation planning

undertaking analysis following planning activities

using data collection and analysis for monitoring and review

Planning and organising activities (2)

planning for own work and that of team members including delegation and work allocation

Working in a team (2)

working with team members and providing leadership to team

working with line manager/management to represent team interests

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Using mathematical ideas and techniques (1)

using calculation skills associated with data manipulation relevant to work of team, including financial data

Solving problems (2)

applying problem solving skills as required to address problems arising in leading team

Using technology (1)

using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to operations and leadership of team

understanding assistive technologies, as necessary

Innovation skills (2)

developing an innovative approach to the implementation of strategies to improve team effectiveness

Products that could be used as evidence include:

documentation produced in managing people within the work team, such as:

- reports

- minutes or records of meetings

- work journals or diaries

- records of actions taken to address issues raised by team members

Processes that could be used as evidence include:

how communication process has been managed and how processes have been implemented to ensure that consultation takes place

examples of how team members were supported and encouraged to meet expected outcomes

examples of strategies which have been developed to develop and facilitate team cohesion

how performance plan was implemented

how team members were guided and supported in performing their role, including induction process for new team members

how performance management system was implemented within work team

how problems and issues within the work team were addressed

how input and advice was provided to management in relation to human resource management of the work team

how own people management processes were reviewed and evaluated, improvements identified, reported and acted upon

Resource implications for assessment include:

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

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that this unit can be assessed in the workplace or in a closely simulated work environment

that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

that examples of actions taken by candidate to promote team effectiveness are provided

Integrated competency assessment means:

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

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A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing and implementing plans, in leading and facilitating teamwork and in actively liaising with management. They must also provide evidence that teamwork is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation's image.

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organisational policies and procedures

organisational goals, objectives and plans

organisational structure, including organisational chart

the principles and techniques associated with:

- leadership

- delegation and work allocation

- group dynamics and processes

- motivation

- goal setting

- planning

- negotiation

- individual behaviour and difference

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Required skills and attributes include:

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

communication skills

basic training skills, including mentoring and coaching

planning and organising skills

problem solving skills

leadership skills

group facilitation skills

attributes:

- empathic
- communicative
- showing positive leadership
- self-aware
- supportive
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- open
- flexible
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communicating verbally to lead a team including negotiating, basic training, conducting meetings, questioning and discussing

communicating in writing, including report writing, communicating with management, identifying issues and concerns in writing

Collecting, analysing and organising information (2)

maintaining currency of own knowledge and skills and that of team members relevant to organisation planning

undertaking analysis following planning activities

using data collection and analysis for monitoring and review

Planning and organising activities (2)

planning for own work and that of team members including delegation and work allocation

Working in a team (2)

working with team members and providing leadership to team

working with line manager/management to represent team interests

Using mathematical ideas and techniques (1)

using calculation skills associated with data manipulation relevant to work of team, including financial data

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applying problem solving skills as required to address problems arising in leading team

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examples of strategies which have been developed to develop and facilitate team cohesion

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how own people management processes were reviewed and evaluated, improvements identified, reported and acted upon

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Integrated competency assessment means:

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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation

relevant industry codes of practice

OHS considerations may include:

provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs

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OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures, and updating of records

Team purpose, **roles**, **responsibilities**, **goals**, **plans and objectives** may include:

goals for individuals and the work team

expected outcomes and outputs

individual and team performance plans and Key Performance Indicators (KPIs)

action plans, business plans and operational plans linked to strategic plans

OHS responsibilities

Consultation may refer to:

attending meetings, interviews, brainstorming sessions and using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness

using mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Responsibility for own work may involve:

individuals and teams

individual and joint actions

Feedback may refer to:

informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours

formal/informal gatherings between team members where there is communication on work related matters

Relevant persons may include:

frontline manager's direct superior or other management representatives

colleagues

OHS committees and other people with specialist responsibilities

Communication may include:

verbal, written or electronic communication

face-to-face

formal/informal interaction

Line manager/**management** may refers to:

frontline manager's direct superior or other management representatives

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goals for individuals and the work team

expected outcomes and outputs

individual and team performance plans and Key Performance Indicators (KPIs)

action plans, business plans and operational plans linked to strategic plans

OHS responsibilities

Consultation may refer to:

attending meetings, interviews, brainstorming sessions and using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness

using mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Responsibility for own work may involve:

individuals and teams

individual and joint actions

Feedback may refer to:

informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours

formal/informal gatherings between team members where there is communication on work related matters

Relevant persons may include:

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frontline manager's direct superior or other management representatives

colleagues

OHS committees and other people with specialist responsibilities

Communication may include:

verbal, written or electronic communication

face-to-face

formal/informal interaction

Line manager/**management** may refers to:

frontline manager's direct superior or other management representatives

Unit Sector(s)

Not applicable.

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BSBFLM503B Manage effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to manage effective workplace relationships with particular regard to communication and representation. This involves analysing and communicating information, establishing systems to develop and maintain effective working relationships and networks, and implementing strategies to overcome difficulties.

This unit replaces BSBFLM503A Establish effective workplace relationships.

Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that employees, customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement using a range of problem solving and decision making strategies.

This unit builds on BSBFLM403B Implement effective workplace relationships. Consider co-assessment with BSBFLM512A Ensure team effectiveness.

This unit specifies the outcomes required to manage effective workplace relationships with particular regard to communication and representation. This involves analysing and communicating information, establishing systems to develop and maintain effective working relationships and networks, and implementing strategies to overcome difficulties.

This unit replaces BSBFLM503A Establish effective workplace relationships.

Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that employees, customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement using a range of problem solving and decision making strategies.

This unit builds on BSBFLM403B Implement effective workplace relationships. Consider co-assessment with BSBFLM512A Ensure team effectiveness.

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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

Element	Performance Criteria
1 Manage information and ideas	1.1 Strategies and processes are put in place to ensure that information associated with the achievement of work responsibilities is collected from appropriate sources and communicated to all stakeholders
	1.2 Strategic planning and operational planning is conducted to ensure that communication of ideas and information is appropriate to the audience and is sensitive to social and cultural diversity and any special needs
	1.3 Consultation processes are developed and/or implemented to ensure that employees have the opportunity to contribute to issues related to their work and that feedback on outcomes of the consultation process is received
	1.4 Policies are established and/or implemented to ensure that contributions from internal and external sources are sought and valued in developing and

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			refining new ideas and approaches
		1.5	Processes and procedures are developed and/or implemented to ensure that issues raised are resolved promptly or referred to relevant personnel as required
2	Establish systems to develop trust and confidence	2.1	Policies are established and/or implemented to ensure that people are treated with integrity, respect and empathy, and that the organisation's social, ethical and business standards are used to develop and maintain effective relationships
		2.2	Trust and confidence of employees, colleagues, customers and suppliers is gained and maintained through competent performance
		2.3	Own interpersonal styles and methods are adjusted to the organisation's social and cultural environment and members of the work team are guided and supported in their personal adjustment process
3	Manage the development and maintenance of networks and relationships	3.1	Strategic networks and other work relationships are used to identify and build relationships to provide identifiable benefits for the team and for the organisation
		3.2	Ongoing planning and implementation are conducted to ensure that effective workplace relationships are developed and maintained
4	Implement strategies to manage difficulties to achieve positive outcomes	4.1	Strategies are developed and/or implemented to ensure that difficulties are identified and analysed, and that an action plan is developed to rectify the situation in accordance with organisational requirements and relevant legislation
		4.2	Guidance, counselling and support are extended to colleagues in their efforts to resolve work difficulties
		4.3	Processes to ensure the identification and management of poor work performance are developed and managed within the organisation's processes
		4.4	Processes and systems are established to ensure that conflict is identified and managed

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constructively within the organisation's processes

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to manage the process of accessing and analysing information to achieve planned outcomes, communicate information and ideas to a range of stakeholders and they must be able to manage a process which facilities the development and maintenance of positive work relationships, they must be able to encourage the development of trust and confidence within the work team and resolve problems and conflicts effectively and efficiently.

Specific Evidence Requirements

Required knowledge and understanding include:

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

the principles and techniques involved in the management and organisation of:

- the organisation's information

- policy development

- strategic and operational planning and working strategically

effective workplace relationship through:

- developing trust and confidence

- fostering of consistent behaviour in work relationships

- identifying the cultural and social environment

- identifying and assessing interpersonal styles

- developing, maintaining and managing networks

- problem identification and resolution

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- handling conflict
- consultation and communication techniques
- managing poor work performance
- managing relationships to achieve strategic planning responsibilities
- monitoring, managing and introducing ways to improve work relationships
- contributing to the elimination of discrimination/bias

Required skills and attributes include:

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

functional literacy skills to access and use workplace information

research, analysis, interpretation and reporting skills

a range of communication and other skills that support effective workplace relationships:

- responding to unexpected demands from a range of people
- using consultative processes effectively
- forging effective relationships with internal and/or external people and developing, maintaining and managing these networks
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering 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. The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

consulting with a variety of stakeholders both within and outside the organisation, including individuals and members of the work team

providing guidance and counselling support to team members

Collecting, analysing and organising information (3)

establishing processes to facilitate effective workplace relationships and to facilitate the development of networks

Planning and organising activities (3)

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building strategic networks to enhance workplace opportunities both within and outside the organisation

Working in a team (3)

managing strategies to facilitate effective workplace relationships

Using mathematical ideas and techniques (2)

using appropriate calculations to assist strategic planning

Solving problems (3)

facilitating effective workplace relationships and communication processes, especially in the area of conflict resolution and as an aid to decision making

Using technology (2)

using technology to assist in the management of information

Innovation skills (3)

developing strategic networks to plan for effective workplace relationships and to achieve effective communication at all levels of the organisation and with external contacts

Products that could be used as evidence include:

documentation produced in managing effective workplace relationships, such as:

- contribution to organisational policies and procedures

- procedures and policies for dealing with diversity, and related codes of conduct

- actions taken including advice and input into management decisions to address social and ethical standards in the workplace

- actions taken including advice and input into management decisions to address issues and problems within the work team

- actions taken to address methods of accessing networks and developing strategic contacts within and outside the organisation

- learning and development plans for team members

- materials developed for coaching, mentoring and training

- induction programs developed and/or delivered

- actions taken to address internal and external communication processes

- reviews of people management

- advice and input into management decisions related to the work team

- records of people management lessons learned

- records of OHS consultation

Processes that could be used as evidence include:

how strategies have been developed to ensure that information was collected and accessed

how strategic and operational planning was conducted

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how policies were established, and contributions sought and used to develop new ideas and approaches

how the organisation's social and ethical standards have been used within workplace relationships

how trust and confidence have been developed and maintained

how interpersonal styles and methods were adjusted to the organisation's social and cultural environment

how strategic networks were used to build relationships

how ongoing planning and implementation has been conducted

how strategies were developed to ensure that difficulties are addressed and solutions planned

how colleagues were counselled, guided and supported to resolve work difficulties

examples of how poor work performance and conflict was managed

Resource implications for assessment include:

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

that this unit can be assessed in the workplace or in a closely simulated work environment

that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

that examples of actions taken by the candidate to manage effective workplace relationships are provided

Integrated competency assessment means:

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

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Specific Evidence Requirements

Required knowledge and understanding include:

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

the principles and techniques involved in the management and organisation of:

- the organisation's information

- policy development

- strategic and operational planning and working strategically

effective workplace relationship through:

- developing trust and confidence

- fostering of consistent behaviour in work relationships

- identifying the cultural and social environment

- identifying and assessing interpersonal styles

- developing, maintaining and managing networks

- problem identification and resolution

- handling conflict

- consultation and communication techniques

- managing poor work performance

- managing relationships to achieve strategic planning responsibilities

- monitoring, managing and introducing ways to improve work relationships

- contributing to the elimination of discrimination/bias

Required skills and attributes include:

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

functional literacy skills to access and use workplace information

research, analysis, interpretation and reporting skills

a range of communication and other skills that support effective workplace relationships:

- responding to unexpected demands from a range of people

- using consultative processes effectively

- forging effective relationships with internal and/or external people and developing, maintaining and managing these networks

- gaining the trust and confidence of colleagues

- dealing with people openly and fairly

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consulting with a variety of stakeholders both within and outside the organisation, including individuals and members of the work team

providing guidance and counselling support to team members

Collecting, analysing and organising information (3)

establishing processes to facilitate effective workplace relationships and to facilitate the development of networks

Planning and organising activities (3)

building strategic networks to enhance workplace opportunities both within and outside the organisation

Working in a team (3)

managing strategies to facilitate effective workplace relationships

Using mathematical ideas and techniques (2)

using appropriate calculations to assist strategic planning

Solving problems (3)

facilitating effective workplace relationships and communication processes, especially in the area of conflict resolution and as an aid to decision making

Using technology (2)

using technology to assist in the management of information

Innovation skills (3)

developing strategic networks to plan for effective workplace relationships and to achieve effective communication at all levels of the organisation and with external contacts

Products that could be used as evidence include:

documentation produced in managing effective workplace relationships, such as:

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- actions taken including advice and input into management decisions to address social and ethical standards in the workplace

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- actions taken including advice and input into management decisions to address issues and problems within the work team

- actions taken to address methods of accessing networks and developing strategic contacts within and outside the organisation

- learning and development plans for team members

- materials developed for coaching, mentoring and training

- induction programs developed and/or delivered

- actions taken to address internal and external communication processes

- reviews of people management

- advice and input into management decisions related to the work team

- records of people management lessons learned

- records of OHS consultation

Processes that could be used as evidence include:

how strategies have been developed to ensure that information was collected and accessed

how strategic and operational planning was conducted

how policies were established, and contributions sought and used to develop new ideas and approaches

how the organisation's social and ethical standards have been used within workplace relationships

how trust and confidence have been developed and maintained

how interpersonal styles and methods were adjusted to the organisation's social and cultural environment

how strategic networks were used to build relationships

how ongoing planning and implementation has been conducted

how strategies were developed to ensure that difficulties are addressed and solutions planned

how colleagues were counselled, guided and supported to resolve work difficulties

examples of how poor work performance and conflict was managed

Resource implications for assessment include:

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

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that examples of actions taken by the candidate to manage effective workplace relationships are provided

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Integrated competency assessment means:

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

OHS considerations may include:

knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans

OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures, and updating of records

organisation's responsibilities to customers and suppliers adjustment of communication and OHS approach to cater for social and cultural diversity and special needs

Strategies and processes may include:

long-term or short-term plans factoring in opportunities for team input

individual and team performance plans

clarification of roles and expectations

questionnaires, surveys, interviews

policies and procedures

training and development activities

communication devices, such as intranet and email communication systems, newsletters, reports

Information may be:

data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:

- policies and procedures

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- planning and organisational documents including the outcomes of continuous improvement and quality assurance

- marketing and customer-related data

- archived, filed and historical background data

- individual and team performance data

Sources may be:

internal or external customers such as:

- supervisors

- team members

- fellow frontline managers

- clients, purchasers of services

- contractors

in print format such as team reports non-print including verbal reports

annotated performance plans

productivity, data outputs and inputs

human resource information such as rates of absenteeism and workplace participation data

Strategic planning may refer to:

formal processes for determining the organisation's strategic direction and strategies for achieving it within the context of the organisation's strategic plan including:

- research of the internal and external environment including scenario planning, forecasting, looking over the horizon, risk analysis, market analysis, review of performance indicators and data analysis

- consultation through mechanisms such as focus groups, interviews, surveys, questionnaires, meetings

Operational planning may refer to:

processes to develop plans for specific tactical responses to the marketplace and the day-to-day plans associated with the production and delivery of a service or product including:

- review of performance indicators and data analysis

- consultation through mechanisms such as focus groups, interviews, surveys, questionnaires, invitations to respond to drafts, team and operational meetings

Consultation processes may include:

the development or implementation of a process which ensures that all employees have the opportunity to contribute to workplace issues

feedback to the work team in relation to outcomes of the consultation process

Policies may refer to:

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organisational guidelines and systems that govern operational functions

statements of commitment to action

frameworks

Processes and procedures may include:

sets of accepted actions approved by the organisation

organisational tasks and activities undertaken to meet performance outcomes

Standard Operating Procedures

Materials Safety Data Sheets

Relevant personnel may include:

managers

supervisors

other employees

union representatives/employee groups

Board members

OHS committees and other people with specialist responsibilities

The organisation's social, **ethical and business standards** may refer to:

written standards such as those expressed in:

- vision and mission statements
- policies
- code of workplace conduct/behaviour
- dress code
- statement of workplace values

implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community

standards expressed in legislation and regulations such as anti-discrimination legislation

rewards and recognition for high performing staff

Employees, **colleagues**, **customers and suppliers** may refer to:

team members

employees at the same level, supervisors and more senior managers

internal and/or external contacts

people from a wide variety of social, cultural and ethnic backgrounds

Networks may be:

internal and/or external

with individuals or groups

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through established structures or unstructured arrangements

Guidance, **counselling and support** may be:

informal support provided by frontline managers including discussion of issues and exploration of mechanisms to resolve problems within organisational guidelines

formal and professional support and guidance arranged from alternative internal or external sources within organisational guidelines

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans

OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures, and updating of records

organisation's responsibilities to customers and suppliers adjustment of communication and OHS approach to cater for social and cultural diversity and special needs

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long-term or short-term plans factoring in opportunities for team input

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questionnaires, surveys, interviews

policies and procedures

training and development activities

communication devices, such as intranet and email communication systems, newsletters, reports

Information may be:

data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:

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- archived, filed and historical background data

- individual and team performance data

Sources may be:

internal or external customers such as:

- supervisors

- team members

- fellow frontline managers

- clients, purchasers of services

- contractors

in print format such as team reports non-print including verbal reports

annotated performance plans

productivity, data outputs and inputs

human resource information such as rates of absenteeism and workplace participation data

Strategic planning may refer to:

formal processes for determining the organisation's strategic direction and strategies for achieving it within the context of the organisation's strategic plan including:

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Consultation processes may include:

the development or implementation of a process which ensures that all employees have the opportunity to contribute to workplace issues

feedback to the work team in relation to outcomes of the consultation process

Policies may refer to:

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organisational guidelines and systems that govern operational functions

statements of commitment to action

frameworks

Processes and procedures may include:

sets of accepted actions approved by the organisation

organisational tasks and activities undertaken to meet performance outcomes

Standard Operating Procedures

Materials Safety Data Sheets

Relevant personnel may include:

managers

supervisors

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Board members

OHS committees and other people with specialist responsibilities

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written standards such as those expressed in:

- vision and mission statements
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- dress code
- statement of workplace values

implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community

standards expressed in legislation and regulations such as anti-discrimination legislation

rewards and recognition for high performing staff

Employees, **colleagues**, **customers and suppliers** may refer to:

team members

employees at the same level, supervisors and more senior managers

internal and/or external contacts

people from a wide variety of social, cultural and ethnic backgrounds

Networks may be:

internal and/or external

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through established structures or unstructured arrangements

Guidance, **counselling and support** may be:

informal support provided by frontline managers including discussion of issues and exploration of mechanisms to resolve problems within organisational guidelines

formal and professional support and guidance arranged from alternative internal or external sources within organisational guidelines

Unit Sector(s)

Not applicable.

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BSBRKG501A Determine business or records system specifications

Modification History

Not applicable.

Unit Descriptor

This unit describes the work that is required to determine the recordkeeping specifications of a business or records system, and its procedures and guidelines for a whole function; it is scalable up to the business or records system for a whole organisation or down to activities within a function. It may also be used for the review of the specifications, procedures and guidelines.

Linkages outside these National Competency Standards

ISO DIS 15489 - Draft International Standard on Records Management

Links

The work described in this unit is linked to the work described in the following unit(s):

Previous Business Qualification(s)

BSBRKG301A Control records

BSBRKG401A Review the status of a record

The Same Business Qualification

BSBRKG502A Manage and monitor business or records systems

Subsequent Business Qualification(s)

BSBRKG603A Prepare a functional analysis for an organisation

BSBRKG604A Determine security and access rules and procedures

BSBRKG605A Determine records requirements to document a function

BSBRKG606A Design a records retention and disposal schedule

This unit describes the work that is required to determine the recordkeeping specifications of a business or records system, and its procedures and guidelines for a whole function; it is scalable up to the business or records system for a whole organisation or down to activities within a function. It may also be used for the review of the specifications, procedures and guidelines.

Linkages outside these National Competency Standards

ISO DIS 15489 - Draft International Standard on Records Management

Links

The work described in this unit is linked to the work described in the following unit(s):

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Previous Business Qualification(s)

BSBRKG301A Control records

BSBRKG401A Review the status of a record

The Same Business Qualification

BSBRKG502A Manage and monitor business or records systems

Subsequent Business Qualification(s)

BSBRKG603A Prepare a functional analysis for an organisation

BSBRKG604A Determine security and access rules and procedures

BSBRKG605A Determine records requirements to document a function

BSBRKG606A Design a records retention and disposal schedule

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

Element	Performance Criteria
1 Review the existing business or records system	1.1 The existing records system is reviewed to identify its essential elements, changes and failings over failures relating to past operations

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		1.2 Existing procedures are examined to assess currency and identify gaps and non-compliance issues
		1.3 The users of the system are identified and consulted regarding their requirements and views on the current system
		1.4 The current volumes of records and their usage are assessed to determine whether they need to be converted to the new system of control or otherwise linked to the new system
		1.5 The current system technology is assessed to determine whether it should be upgraded or replaced to meet current need
		1.6 The findings of the review and the recommendation for changes are documented in accordance with organisational standards
2	Develop the system specifications for managing the function's records	2.1 The contents and structure of the records required for the function are analysed to identify the classifications and terms for titling and describing the records, and documented
		2.2 The metadata required to identify, control and link the records are identified and documented in accordance with the applicable technology
		2.3 The metadata and records of recordkeeping transactions processed by the new system are identified and documented
		2.4 The metadata for controlling the records of the function in the old system are mapped to the metadata for the new and a specification for conversion prepared where appropriate
		2.5 The classifications, descriptive terms, and all metadata sets and mapping are developed into a systems specification appropriate for the selected technology in accordance with organisational standards
3	Develop the procedures and guidelines for capturing and controlling the records in the new system	3.1 The rules developed for identifying the transactions of the function to be documented are reviewed and customised in line with the users' requirements, the new system and selected technology

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3.2 Guidelines for applying the classifications and descriptive terms for the records of the transactions are developed in accordance with organisational best practice and documented

3.3 Procedures for identifying and recording the disposal status and access classification of the records of the transactions are prepared and documented

3.4 Procedures for registering records of the transactions and recording the recordkeeping transactions controlling them are prepared in line with the identified user requirements and the new system and documented

3.5 The procedures for classification, capture, registration and control of the records in the new system are circulated to the users for review and comment

3.6 The final version of the new system's specification, procedures and guidelines are documented according to organisational standards and submitted to the appropriate authority for approval

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Ability to synthesise changes in organisational context and users' needs to determine new records requirements should be demonstrated

A thorough knowledge of, and skills in identifying, metadata for recording recordkeeping transactions and controlling records should be demonstrated

Ability to document and update procedures across a whole system, or organisation should be demonstrated

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A thorough knowledge of and skills in identifying metadata for recording recordkeeping transactions and controlling records should be demonstrated

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's functions, structure and culture

Organisation's policies and strategies

Internal controls

Recordkeeping principles and processes including functional requirements for recordkeeping

Recordkeeping terminology

Familiarity with organisation's classification scheme and language

Organisation's rules for the capture, access, use and maintenance

Segregation of duties

Workflow principles and practices

Familiarity with recordkeeping software applications

Underpinning Skills

Communicating complex relationships and processes effectively to users and management

Consulting with practitioners, staff members, customers, and others to elicit relevant information for analysis

Identifying and viewing component parts as integral elements of the whole system

Analysing and synthesising documentation, verbally delivered information, and observed behaviours

Documenting complex relationships and processes

Preparing, compiling and writing complex documents and reports

Analysing process functions and problems

Negotiating to achieve suitable results for the organisation's recordkeeping practices

Researching and analysing organisation requirements for recordkeeping

Auditing and monitoring use of the business or records system

Preparing and writing correspondence for both internal and external customers

Using tools and techniques to solve problems

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (**Level 3**) **-** in analysing the content and structure of the records required for the organisation's functions

Communicating ideas and information (**Level 2**) **-** in presenting the results of the review

Planning and organising activities (**Level 2**) **-** in arranging consultation with the users of the system

Working with teams and others (**Level 2**) **-** in consulting with the users of the system

Using mathematical ideas and techniques (**Level 3**) **-** in assessing and analysing the usage volumes of the records

Solving problems (**Level 3**) **-** presented by aligning the requirements of the system with the requirements of the users

Using technology (**Level 2**) **-** in working closely with the requirements of the system

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Ability to synthesise changes in organisational context and users' needs to determine new records requirements should be demonstrated

A thorough knowledge of, and skills in identifying, metadata for recording recordkeeping transactions and controlling records should be demonstrated

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Ability to document and update procedures across a whole system, or organisation should be demonstrated

A thorough knowledge of and skills in identifying metadata for recording recordkeeping transactions and controlling records should be demonstrated

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's functions, structure and culture

Organisation's policies and strategies

Internal controls

Recordkeeping principles and processes including functional requirements for recordkeeping

Recordkeeping terminology

Familiarity with organisation's classification scheme and language

Organisation's rules for the capture, access, use and maintenance

Segregation of duties

Workflow principles and practices

Familiarity with recordkeeping software applications

Underpinning Skills

Communicating complex relationships and processes effectively to users and management

Consulting with practitioners, staff members, customers, and others to elicit relevant information for analysis

Identifying and viewing component parts as integral elements of the whole system

Analysing and synthesising documentation, verbally delivered information, and observed behaviours

Documenting complex relationships and processes

Preparing, compiling and writing complex documents and reports

Analysing process functions and problems

Negotiating to achieve suitable results for the organisation's recordkeeping practices

Researching and analysing organisation requirements for recordkeeping

Auditing and monitoring use of the business or records system

Preparing and writing correspondence for both internal and external customers

Using tools and techniques to solve problems

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Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (**Level 3**) **-** in analysing the content and structure of the records required for the organisation's functions

Communicating ideas and information (**Level 2**) **-** in presenting the results of the review

Planning and organising activities (**Level 2**) **-** in arranging consultation with the users of the system

Working with teams and others (**Level 2**) **-** in consulting with the users of the system

Using mathematical ideas and techniques (**Level 3**) **-** in assessing and analysing the usage volumes of the records

Solving problems (**Level 3**) **-** presented by aligning the requirements of the system with the requirements of the users

Using technology (**Level 2**) **-** in working closely with the requirements of the system

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Function may be:

core business activities (operational)

support function (e.g.: financial, personnel, asset management or correspondence business or records system)

The new system may be developed from a review of an existing system, **or occasioned by**:

changes to the function or activities

changes in organisational structures

technological changes or changes in regulatory requirements

Technological change may require:

complete or partial conversion of old system's records to new format

medium or wholesale migration of old records and their recordkeeping histories to a new system (migration)

Classification capture, **and/or registration rules and procedures may include**:

procedures for decisions to create a record

identifying and classifying the transactions for access and/or disposal status

attaching recordkeeping metadata including numbering or other unique identifiers

applying thesaurus terms and functional classifications

Recordkeeping transactions processing the records in the system include:

all location

tracking

retrieval

read-only use

review of status (sentencing and access status) and disposal transactions

Metadata may include:

unique identifiers and other registration data

creating context data

classification (access, functional, disposal status) data

indexing and retrieval data

location, movement and use data,

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For example, document name or title; text description or abstract; date of creation; date and time of communication and receipt; author; sender; recipient; physical form; links to related records documenting the same sequence of business activity; business system from which the record was captured; application software and version under which the record was created or in which it was captured; standard with which the records structure complies (e.g. Standard Generalised Markup Language (SGML)); details of embedded document links including applications software and version under which linked record was created; templates required to interpret document structure; and other structural and contextual information useful for management purposes; terms and conditions of access and disposal; use history; terms and conditions of access and disposal history

Users may be:

workers processing business transactions in the system

other employees internal to the organisation or external

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Function may be:

core business activities (operational)

support function (e.g.: financial, personnel, asset management or correspondence business or records system)

The new system may be developed from a review of an existing system, **or occasioned by**:

changes to the function or activities

changes in organisational structures

technological changes or changes in regulatory requirements

Technological change may require:

complete or partial conversion of old system's records to new format

medium or wholesale migration of old records and their recordkeeping histories to a new system (migration)

Classification capture, **and/or registration rules and procedures may include**:

procedures for decisions to create a record

identifying and classifying the transactions for access and/or disposal status

attaching recordkeeping metadata including numbering or other unique identifiers

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applying thesaurus terms and functional classifications

Recordkeeping transactions processing the records in the system include:

all location

tracking

retrieval

read-only use

review of status (sentencing and access status) and disposal transactions

Metadata may include:

unique identifiers and other registration data

creating context data

classification (access, functional, disposal status) data

indexing and retrieval data

location, movement and use data,

For example, document name or title; text description or abstract; date of creation; date and time of communication and receipt; author; sender; recipient; physical form; links to related records documenting the same sequence of business activity; business system from which the record was captured; application software and version under which the record was created or in which it was captured; standard with which the records structure complies (e.g. Standard Generalised Markup Language (SGML)); details of embedded document links including applications software and version under which linked record was created; templates required to interpret document structure; and other structural and contextual information useful for management purposes; terms and conditions of access and disposal; use history; terms and conditions of access and disposal history

Users may be:

workers processing business transactions in the system

other employees internal to the organisation or external

Unit Sector(s)

Not applicable.

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BSBRKG502A Manage and monitor business or records systems

Modification History

Not applicable.

Unit Descriptor

This unit describes the work involved in setting the operational frameworks for all record creation, capture, use and monitoring activities within the business or records system of a specific business domain. It may also be used to review these frameworks and activities.

Linkages outside these National Competency Standards

ISO DIS 15489 - Draft International Standard on Records Management

Links

The work described in this unit is linked to the work described in the following unit(s):

Previous Business Qualification(s)

BSBRKG301A Control records

BSBRKG302A Undertake disposal

BSBRKG401A Review the status of a record

BSBRKG402A Provide information from and about records

The Same Business Qualification

BSBRKG501A Determine business or records system specifications

Subsequent Business Qualification(s)

BSBRKG602A Develop recordkeeping policy

BSBRKG603A Prepare a functional analysis for an organisation

This unit describes the work involved in setting the operational frameworks for all record creation, capture, use and monitoring activities within the business or records system of a specific business domain. It may also be used to review these frameworks and activities.

Linkages outside these National Competency Standards

ISO DIS 15489 - Draft International Standard on Records Management

Links

The work described in this unit is linked to the work described in the following unit(s):

Previous Business Qualification(s)

BSBRKG301A Control records

BSBRKG302A Undertake disposal

BSBRKG401A Review the status of a record

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BSBRKG402A Provide information from and about records

The Same Business Qualification

BSBRKG501A Determine business or records system specifications

Subsequent Business Qualification(s)

BSBRKG602A Develop recordkeeping policy

BSBRKG603A Prepare a functional analysis for an organisation

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

Element	Performance Criteria
1 Develop key performance indicators for recordkeeping activities including compliance with system rules, standards and procedures	1.1 Measurable performance indicators are developed for recordkeeping activities from the strategic plan in conjunction with those who will undertake the specific tasks based upon recordkeeping responsibilities and the business or records system in place
	1.2 The recordkeeping responsibilities of individual personnel/organisational units are identified and

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			documented
		1.3	Acceptable range of variation for compliance is determined based upon recordkeeping responsibilities, the applicable records management system and the organisation's risk management analysis
2	Designate records use and maintenance responsibilities	2.1	Responsibilities for records use and maintenance activities are designated to staff in accordance with organisation policies and the abilities of individual staff
		2.2	Performance targets are set within the parameters of the recordkeeping strategic plan
		2.3	Resources for the approved budget period are allocated in accordance with policies and strategic plan
3	Develop monitoring methodology	3.1	The methodology for monitoring the business or records system's rules, standards and procedures is developed based upon organisational policies, strategies and the records management system technology
		3.2	The methodology developed includes the time-frames involved, means of surveillance, and form of reporting
		3.3	The methodology, performance criteria and the ranges of variation from the standards and rules are submitted to the appropriate individual/body for approval
4	Monitor a business or records system	4.1	Monitoring is undertaken in accordance with approved timeframes and frequency and staff being monitored are notified in accordance with organisational policies and guidelines, where applicable
		4.2	Any variation from the business or records system's rules, standards and procedures that exceed the agreed limit is noted and details of the situation recorded
		4.3	Where required, reports are provided to the appropriate authority relating to records use and maintenance, and are in the required format, at the

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			required intervals
5	Identify and respond to problems and changes	5.1	Problems and changes requiring a systemic response are identified from the monitoring reports and external events
		5.2	Recommendations are made for revisions to systems, procedures, and future (strategic) plans in response to identified variations, changes and problems
		5.3	Where they are required, amendments to systems are devised, and implementation planned, in response to problems and changes that require a systemic response
		5.4	Recommendations for system amendments, and the planning and implementation required are prepared, and approval sought from the appropriate person or body
		5.5	Procedures for using the business or records systems, and subsequent alterations and amendments to the procedures are authorised, ensuring that performance indicator parameters and access rules are adhered to
6	Designate records creation and capture responsibilities	6.1	Responsibilities for record creation and capture activities are designated to staff in accordance with organisational policies
		6.2	Records creation and capture performance targets are set within the parameters of the recordkeeping strategic plan
		6.3	Resources for the budget period are allocated in accordance with organisational policies and strategic plan

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Demonstrated ability to identify critical indicators of the system's performance appropriate to the organisational context

Demonstrated ability to respond to problems with, or changes to, the system performance to manage them

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisational functions, structure and culture

Organisational policies, strategies and procedures

Organisation's and other business or records systems

Organisation's rules for the capture of, access to, and use and maintenance of records

Familiarity with organisation's classification scheme and language

Recordkeeping, standards, principles, process and functional requirements

Quality assurance principles and processes

Performance management principles and processes

Workflow and business process re-engineering principles and practices

Underpinning Skills

Analysing process functions and problems

Analysing and synthesising documentation, verbally delivered information, and observed behaviours

Preparing, compiling and writing complex documents and reports

Communicating complex relationships and processes effectively to users and management

Negotiating to achieve suitable results for the organisation's recordkeeping practices

Auditing and monitoring use of the business or records system

Preparing and writing correspondence for both internal and external customers

Managing financial, human, physical and technical resources to achieve an appropriate organisational outcome

Identifying and viewing component parts as integral elements of a whole system

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Using tools and techniques to solve problems

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

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Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (**Level 3**) **-** in developing the key performance indicators for the business system(s)

Communicating ideas and information (**Level 2**) **-** in delegating responsibilities for records use and maintenance activities

Planning and organising activities (**Level 2**) **-** in undertaking regular monitoring activities for the business systems(s)

Working with teams and others (**Level 2**) **-** in allocating the responsibilities for records use and maintenance activities

Using mathematical ideas and techniques (**Level 2**) **-** to analyse and detect problems and changes within the business system(s)

Solving problems (**Level 3**) **-** that require a systemic response

Using technology (**Level 2**) **-** to monitor system performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

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Demonstrated ability to respond to problems with, or changes to, the system performance to manage them

Underpinning Knowledge*

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Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisational functions, structure and culture

Organisational policies, strategies and procedures

Organisation's and other business or records systems

Organisation's rules for the capture of, access to, and use and maintenance of records

Familiarity with organisation's classification scheme and language

Recordkeeping, standards, principles, process and functional requirements

Quality assurance principles and processes

Performance management principles and processes

Workflow and business process re-engineering principles and practices

Underpinning Skills

Analysing process functions and problems

Analysing and synthesising documentation, verbally delivered information, and observed behaviours

Preparing, compiling and writing complex documents and reports

Communicating complex relationships and processes effectively to users and management

Negotiating to achieve suitable results for the organisation's recordkeeping practices

Auditing and monitoring use of the business or records system

Preparing and writing correspondence for both internal and external customers

Managing financial, human, physical and technical resources to achieve an appropriate organisational outcome

Identifying and viewing component parts as integral elements of a whole system

Using tools and techniques to solve problems

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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Key Competency Levels

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Communicating ideas and information (**Level 2**) **-** in delegating responsibilities for records use and maintenance activities

Planning and organising activities (**Level 2**) **-** in undertaking regular monitoring activities for the business systems(s)

Working with teams and others (**Level 2**) **-** in allocating the responsibilities for records use and maintenance activities

Using mathematical ideas and techniques (**Level 2**) **-** to analyse and detect problems and changes within the business system(s)

Solving problems (**Level 3**) **-** that require a systemic response

Using technology (**Level 2**) **-** to monitor system performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

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relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Identification and documentation of recordkeeping responsibilities is based on:

the organisation's responsibility and accountability analysis

the system's rules, standards and procedures

Appropriate individual/body for approvals may be:

board of directors

chief executive officer

nominated senior management representative

business owner

senior management team

external public authority

recordkeeping professional(s)

delegated individual

audit committee

Reports on the business or records system may provide input to the next planning cycle for both annual recordkeeping program(s)may be and for the recordkeeping strategic plan, **and may be about**:

records use

compliance

maintenance

record creation

record capture

Monitoring may relate to:

a single records management system

a number of systems

Within a system, **monitoring may include**:

broad accumulation and growth monitoring

examining titling and indexing at item level

checking spelling

observation of localised rules and continuing relevance of classification

continuing relevance of classification

disposal schedule applicability

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new records specifications

Specific objects of monitoring may include:

compliance with access rules

security

actions relating to freedom of information legislation

privacy requirements

specified access restrictions in the public sector

audit trail or log of users and activity in systems

compliance with disposal procedures

retention of records in relation according to schedule

records of authorisation of destruction

quality of recordkeeping about records

storage standards maintenance

correct use of spelling, spacing and numbering

changes in use of classification and indexing terms

volumes of actions or accumulations of records above or below anticipated levels

failures in tracking or increases in lost items

disparity, sentencing difficulties or gaps in retention and disposal schedule coverage

space shortages

disputes arising from any matters, particularly access questions

legal precedents requiring changes to system(s)

scanned clarity of images

reliability of optical character recognition techniques

input of metadata requirements

Systems may be:

current record systems

archival control systems

business systems (which generate records)

storage facilities systems

Performance indicators relate to:

parameters for tracking of records

retrieval and access (security and access rules, response to request time limits, service levels for requests)

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disposal (percentage of records, unsentenced records, overdue for disposal action, functions/records not covered by disposal schedules)

Means of surveillance may include:

real-time observation (scrutiny of process)

examination of results (records)

statistical reports

selected snapshots of the system

compliance with organisational rules for monitoring staff

methods of preserving privacy

form(s) of reporting

Variations from the agreed limitations may include:

increases or decreases in the use of particular technologies

variations within the agreed limit but which are consistent

variations from the business or records system's performance or capacity

Approved methodology may include:

methods of preserving privacy

timeframes, frequency, and forms of monitoring and reporting

real-time observations (scrutiny of process)

examinations of results (records)

statistical reports

selected snap-shots of the system

compliance with the organisation's rules for monitoring staff

methods of preserving privacy

Problems and changes may include:

changes in administrative changes to functions/activities

changes to organisational structures

legislative or other regulatory changes

changes of government

takeovers, amalgamations or relocation

closures and bankruptcy

outsourcing and privatisation

case-law precedents

technological change and implementation

Systemic changes may include:

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new classification and controlled language

new disposal classes or retention periods

new legal liabilities and other risks identified requiring changes to records specifications

migration of systems

bulk movement of records to control

new organisational or business unit functions

amendment to the classification system

Matters recommended for revision may include:

classification and indexing schemes

records specifications

disposal schedules

access rules and procedures

storage projections and requirements

Rules may be devised for:

the identification of record creators

negotiating transfer of custody or ownership

the generation and allocation of unique identifiers to record items

the naming/titling of items

the classification and indexing of items

the allocation of access/security status

the identification and record of disposal status items

the location and tracking of items

links between record items

recording the use history of items

capturing structural and contextual metadata

Recommendations for remedial action may include:

changes to/enforcement of procedures

disciplinary action

counselling of non-conforming individuals/business units

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

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relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Identification and documentation of recordkeeping responsibilities is based on:

the organisation's responsibility and accountability analysis

the system's rules, standards and procedures

Appropriate individual/body for approvals may be:

board of directors

chief executive officer

nominated senior management representative

business owner

senior management team

external public authority

recordkeeping professional(s)

delegated individual

audit committee

Reports on the business or records system may provide input to the next planning cycle for both annual recordkeeping program(s)may be and for the recordkeeping strategic plan, **and may be about**:

records use

compliance

maintenance

record creation

record capture

Monitoring may relate to:

a single records management system

a number of systems

Within a system, **monitoring may include**:

broad accumulation and growth monitoring

examining titling and indexing at item level

checking spelling

observation of localised rules and continuing relevance of classification

continuing relevance of classification

disposal schedule applicability

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new records specifications

Specific objects of monitoring may include:

compliance with access rules

security

actions relating to freedom of information legislation

privacy requirements

specified access restrictions in the public sector

audit trail or log of users and activity in systems

compliance with disposal procedures

retention of records in relation according to schedule

records of authorisation of destruction

quality of recordkeeping about records

storage standards maintenance

correct use of spelling, spacing and numbering

changes in use of classification and indexing terms

volumes of actions or accumulations of records above or below anticipated levels

failures in tracking or increases in lost items

disparity, sentencing difficulties or gaps in retention and disposal schedule coverage

space shortages

disputes arising from any matters, particularly access questions

legal precedents requiring changes to system(s)

scanned clarity of images

reliability of optical character recognition techniques

input of metadata requirements

Systems may be:

current record systems

archival control systems

business systems (which generate records)

storage facilities systems

Performance indicators relate to:

parameters for tracking of records

retrieval and access (security and access rules, response to request time limits, service levels for requests)

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disposal (percentage of records, unsentenced records, overdue for disposal action, functions/records not covered by disposal schedules)

Means of surveillance may include:

real-time observation (scrutiny of process)

examination of results (records)

statistical reports

selected snapshots of the system

compliance with organisational rules for monitoring staff

methods of preserving privacy

form(s) of reporting

Variations from the agreed limitations may include:

increases or decreases in the use of particular technologies

variations within the agreed limit but which are consistent

variations from the business or records system's performance or capacity

Approved methodology may include:

methods of preserving privacy

timeframes, frequency, and forms of monitoring and reporting

real-time observations (scrutiny of process)

examinations of results (records)

statistical reports

selected snap-shots of the system

compliance with the organisation's rules for monitoring staff

methods of preserving privacy

Problems and changes may include:

changes in administrative changes to functions/activities

changes to organisational structures

legislative or other regulatory changes

changes of government

takeovers, amalgamations or relocation

closures and bankruptcy

outsourcing and privatisation

case-law precedents

technological change and implementation

Systemic changes may include:

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new classification and controlled language

new disposal classes or retention periods

new legal liabilities and other risks identified requiring changes to records specifications

migration of systems

bulk movement of records to control

new organisational or business unit functions

amendment to the classification system

Matters recommended for revision may include:

classification and indexing schemes

records specifications

disposal schedules

access rules and procedures

storage projections and requirements

Rules may be devised for:

the identification of record creators

negotiating transfer of custody or ownership

the generation and allocation of unique identifiers to record items

the naming/titling of items

the classification and indexing of items

the allocation of access/security status

the identification and record of disposal status items

the location and tracking of items

links between record items

recording the use history of items

capturing structural and contextual metadata

Recommendations for remedial action may include:

changes to/enforcement of procedures

disciplinary action

counselling of non-conforming individuals/business units

Unit Sector(s)

Not applicable.

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BSBRKG503A Develop and maintain a classification scheme

Modification History

Not applicable.

Unit Descriptor

This unit describes the work required to develop, or modify, a classification scheme based on an organisation's functions and activities.

Linkages outside these National Competency Standards

ISO DIS 15489 - Draft International Standard on Records Management

Links

The work described in this unit is linked to the work described in the following unit(s):

Previous Business Qualification(s)

BSBRKG301A Control records

The Same Business Qualification

BSBRKG504A Develop terminology for activities and records

Subsequent Business Qualification(s)

BSBRKG603A Prepare a functional analysis for an organisation

This unit describes the work required to develop, or modify, a classification scheme based on an organisation's functions and activities.

Linkages outside these National Competency Standards

ISO DIS 15489 - Draft International Standard on Records Management

Links

The work described in this unit is linked to the work described in the following unit(s):

Previous Business Qualification(s)

BSBRKG301A Control records

The Same Business Qualification

BSBRKG504A Develop terminology for activities and records

Subsequent Business Qualification(s)

BSBRKG603A Prepare a functional analysis for an organisation

Application of the Unit

Not applicable.

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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

Element	Performance Criteria
1 Establish basis for classification scheme development	1.1 Written report on the purpose and process of classification scheme development is prepared and submitted for approval
	1.2 Functional analysis is reviewed and analysed for the basis of the classification scheme
	1.3 Other relevant materials and documents are reviewed for impacts on classification scheme
	1.4 Capacity of the existing system(s) to handle a new/revised classification scheme is examined for impact on new/revised classification scheme
	1.5 Existing classification scheme is assessed for currency and coverage
	1.6 A representative sample of records are examined to confirm the extent of the existing classification scheme's implementation
2 Develop a draft classification scheme	2.1 Broad classification groups are identified from the functional analysis
	2.2 Broad classification groups are analysed and

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			decomposed to the level required for the organisation's use
		2.3	A draft classification scheme is prepared, consisting of sufficient classes and subclasses to include all of the business functions and activities being documented
		2.4	The draft classification scheme's terminology is unambiguous and in accordance with organisational and industry language and terminology usage
		2.5	The draft classification scheme is hierarchical and is specific to the organisation in accordance with industry standards and practice
3	Validate draft classification scheme	3.1	Methodology for the validation process is prepared taking local imperatives and environment into consideration
		3.2	Consultation with users is conducted to identify and issues, problems, inconsistencies, and/or required amendments or additions to draft classification scheme
		3.3	Testing is conducted to identify any problems and inconsistencies with the draft classification scheme
		3.4	Results of validation are documented throughout the validation process, ready for analysis
4	Prepare and review classification scheme	4.1	The classification scheme is prepared from validation and research, ready for review
		4.2	The classification scheme reflects the culture and operational realities of the organisation, the organisation's business language, and its foreseeable future
		4.3	Negotiations are undertaken with competing interests within the organisation to ensure common understanding and appropriateness of work use and definitions
		4.4	Where the existing system requires modification, this is noted and specific recommendations are prepared in accordance with organisational guidelines

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4.5 The final version of classification scheme, and accompanying report, are prepared in accordance with organisational practice and Australian and international standards

4.6 Formal endorsement is sought from the appropriate individual/body through submission of the revised, amended and completed classification scheme

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Thorough knowledge of the organisation's functions should be demonstrated

Ability to translate elements of a functional analysis to a coherent, logical, multi-level scheme of terms appropriate to the organisational context should be demonstrated

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's functions, structure and culture

Organisation's policies and processes

Industry codes of best practice and standards in recordkeeping including functional requirements for recordkeeping

Construction and use of language generally and in the organisation

Development and use of language controls

Organisational and other business or records systems

Underpinning Skills

Analysing process functions and problems

Communicating complex relationships and processes effectively to users and management

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Documenting complex relationships and processes

Consulting with practitioners, staff members, customers, and others to elicit relevant information for analysis

Analysing and interpreting organisation policies and procedures

Analysing and synthesising documentation, verbally delivered information, and observed behaviours

Using judgement and discretion with sensitive information

Negotiating to achieve suitable results for the organisation's recordkeeping practices

Researching and analysing organisation requirements for recordkeeping

Auditing and monitoring use of the business or records system

Preparing and writing correspondence for both internal and external customers

Documenting conversation details (taking minutes) and observed practices

Identifying and viewing component parts as integral elements of the whole system

Using tools and techniques to solve problems

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

AS4390, ISO DIS 15489 - Draft International Standard on Records Management, legislation applying to business' records

Consistency of Performance

As classification schemes are produced only rarely, demonstrating competence in the development of one scheme should be sufficient

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (Level 3) - to review and analyse the range of source material prior to the development of the classification scheme

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Communicating ideas and information (Level 3) - to users of the classifications scheme during the consultation process

Planning and organising activities (Level 3) - in developing an appropriate validation methodology

Working with teams and others (Level 3) - in consulting with users of the classification scheme

Using mathematical ideas and techniques (Level 1) - to undertake sampling during the validation phase of the development

Solving problems (Level 3) - presented by competing interests within the organisation

Using technology (Level 3) - throughout, to collect and manipulate data.

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Thorough knowledge of the organisation's functions should be demonstrated

Ability to translate elements of a functional analysis to a coherent, logical, multi-level scheme of terms appropriate to the organisational context should be demonstrated

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's functions, structure and culture

Organisation's policies and processes

Industry codes of best practice and standards in recordkeeping including functional requirements for recordkeeping

Construction and use of language generally and in the organisation

Development and use of language controls

Organisational and other business or records systems

Underpinning Skills

Analysing process functions and problems

Communicating complex relationships and processes effectively to users and management

Documenting complex relationships and processes

Consulting with practitioners, staff members, customers, and others to elicit relevant information for analysis

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Analysing and interpreting organisation policies and procedures

Analysing and synthesising documentation, verbally delivered information, and observed behaviours

Using judgement and discretion with sensitive information

Negotiating to achieve suitable results for the organisation's recordkeeping practices

Researching and analysing organisation requirements for recordkeeping

Auditing and monitoring use of the business or records system

Preparing and writing correspondence for both internal and external customers

Documenting conversation details (taking minutes) and observed practices

Identifying and viewing component parts as integral elements of the whole system

Using tools and techniques to solve problems

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

AS4390, ISO DIS 15489 - Draft International Standard on Records Management, legislation applying to business' records

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As classification schemes are produced only rarely, demonstrating competence in the development of one scheme should be sufficient

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

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Key Competency Levels

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Using mathematical ideas and techniques (Level 1) - to undertake sampling during the validation phase of the development

Solving problems (Level 3) - presented by competing interests within the organisation

Using technology (Level 3) - throughout, to collect and manipulate data.

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Change information may come from:

all/any level of the organisation

strategic plans

government policy and legislation

company takeover

organisational restructure

Classification may be by:

organisation function and / or activity

subject

body of knowledge

Sources researched for background and contributing material may be from within or without the organisation and may include:

organisational charts

strategic and business plans

service directories

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controlled language schemes from existing and other organisations

procedure manuals

policies

memorandum and articles

legislation

annual reports

publicity brochures and leaflets

Local impacts on validation methodology may include:

size of organisation

time available

number and location of sites

resources available

Validation methodology may include:

focus groups

user-driven

survey

interviews

targeting and involvement of key individuals and groups

testing

Final report may include:

provision for review

inclusion in organisational policy

scope of compliance

implications for implementation

Appropriate individual / body for review may include:

nominated senior management representative

business owner

senior management team

business managers

system users

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

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award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Change information may come from:

all/any level of the organisation

strategic plans

government policy and legislation

company takeover

organisational restructure

Classification may be by:

organisation function and / or activity

subject

body of knowledge

Sources researched for background and contributing material may be from within or without the organisation and may include:

organisational charts

strategic and business plans

service directories

controlled language schemes from existing and other organisations

procedure manuals

policies

memorandum and articles

legislation

annual reports

publicity brochures and leaflets

Local impacts on validation methodology may include:

size of organisation

time available

number and location of sites

resources available

Validation methodology may include:

focus groups

user-driven

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survey

interviews

targeting and involvement of key individuals and groups

testing

Final report may include:

provision for review

inclusion in organisational policy

scope of compliance

implications for implementation

Appropriate individual / body for review may include:

nominated senior management representative

business owner

senior management team

business managers

system users

Unit Sector(s)

Not applicable.

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CUECOR02C Work with others

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in any role in any industry apply the skills and knowledge outlined in this unit. At this level individuals would typically be supervised and this core skill of teamwork underpins effective work performance in any job role. Combined assessment and/or training with any other service or operational unit would be appropriate, e.g.: • BSBDIV301A Work effectively with diversity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in the work/group process	1.1. Correctly identify ***work requirements*** relevant to the group/process 1.2. Correctly identify own role and roles of others in meeting work requirements, and carry out own role 1.3. Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements 1.4. Take time and resource constraints into account in fulfilling work requirements 1.5. Apply the organisation's work policies, procedures and conventions covering acceptable workplace conduct to work place activities 1.6. Take ***individual*** differences into account in achieving work requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.7. Use strengths of individuals to develop others in the ***group***, sharing learning as part of the group process
2. Contribute to the flow of information and ideas	2.1. Share information and ideas relevant to the ***work with others*** to enhance work outcomes 2.2. Provide relevant, timely and accurate information to others, as required 2.3. Seek ***information and ideas*** from others as required to assist achievement of work requirements 2.4. Record information in the required detail and item frame in the specified format 2.5. Compile and maintain work information systematically and accurately and file for ease of retrieval as required 2.6. Identify any linguistic and cultural differences in communication styles and their relevance to the context
3. Deal effectively with issues, problems and conflicts	3.1. Identify ***issues***, ***problems*** and ***conflicts*** encountered in the work place 3.2. Discuss issues, problems and conflicts with team members and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• acceptable workplace conduct, including:
  • regular attendance
  • punctuality
  • maintaining an orderly workspace
  • appropriate standards of personal presentation and hygiene
  • self-confidence and self-respect
  • acceptance of constructive criticism and a willingness for self-improvement
  • a good-humoured approach to others
  • adaptability and flexibility.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• individual roles and responsibilities and relationships to others, including duty of care • techniques for managing own work load, e.g. meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible then referring on to others as required • understanding of team work principles • broad understanding of conflict resolution techniques • knowledge of effective communication techniques, including active listening, questioning and non-verbal communication • occupational health and safety principles as they apply to working within a team environment

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • ability to communicate effectively with others within the range of situations required for the job role • ability to work effectively as part of a team • knowledge of effective communication techniques, including active listening, questioning and non-verbal communication.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through interaction with others • project or work activities that allow the candidate to respond to multiple and varying communication situations relevant to the job role.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential

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EVIDENCE GUIDE	
	underpinning knowledge, and might include: • direct observation of the candidate carrying out work tasks involving dealing with others • role plays about communication situations and dealing with conflicts and misunderstandings • oral or written questioning to assess knowledge of communication techniques • 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).
Guidance information for assessment	There are no particular resource requirements for assessment of this unit.

Range Statement

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.	
Work requirements may include:	• application of particular procedures • clear role definitions • coordination with other work processes • goals • objectives • organisation of work materials • priorities • roster arrangements or particular approaches to work processes specified by the organisation or work group

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RANGE STATEMENT	
	• specified targets or results • time frames
Working with others requires ***individual*** diversity to be taken into account especially in relation to:	• cultural, racial and ethnic background • customs • gender • languages • physical requirements • religious and traditional beliefs
Groups may be:	• committees • established or ad hoc work units • self directed teams • task forces • working parties
Working with others may involve:	• consulting with the community • dealing with conflict • following instructions • one-to-one communication in a group or team • taking part in informal discussions • taking part in meetings
Information and ideas relevant to work may include:	• assisting new staff • sharing knowledge of particular tasks or work requirements
Techniques to resolve ***issues***, ***problems*** or ***conflicts*** may include:	• conflict resolution • negotiation • problem solving • use of a mediator or conciliator

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - workplace effectiveness

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Co-requisite units

Co-requisite units		

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CUECOR03B Provide quality service to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the interpersonal, communication and customer service skills required to establish rapport with customers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working at all levels across a range of cultural industry sectors apply the skills and knowledge outlined in this unit. Customer contact is a key aspect of many job roles and people in these roles are responsible for understanding, clarifying and meeting customer needs and expectations, as well as creating a positive impression of the business or service they represent. This unit has particular linkages to the following units, and combined assessment and/or training is recommended: • CUECOR02C Work with others • CUECOR04B Deal with conflict and resolve complaints.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate with the customer	1.1. Conduct communication with ***customers*** and colleagues in a polite, professional and friendly manner 1.2. Use language and tone appropriate to a given ***situation*** in both written and spoken ***communication*** 1.3. Use appropriate ***non-verbal communication*** in all situations 1.4. Observe and take into consideration non-verbal communication of colleagues and customers 1.5. Show sensitivity to cultural and social differences when communicating with others 1.6. Use active listening and questioning to facilitate effective two-way communication

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ELEMENT	PERFORMANCE CRITERIA
	1.7. Identify potential and existing conflicts and seek solutions in conjunction with parties involved
2. Maintain personal presentation standards	2.1. Practise high standards of ***personal presentation*** in accordance with: enterprise requirements, work location, occupational health and safety issues, impacts on different types of customers, and specific requirements for particular work functions
3. Provide service to customers	3.1. Identify customer needs and expectations correctly, including those with ***special needs***, and provide appropriate products, services or information 3.2. Meet all reasonable needs and requests of customers within ***organisational guidelines*** and timeframes 3.3. Identify and take all opportunities to enhance the quality of service
4. Respond to customer complaints	4.1. Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisational procedures 4.2. Handle customer complaints positively, sensitively and politely and in consultation with the customer 4.3. Use appropriate techniques to avoid escalation of the complaint 4.4. Refer escalated complaints to the appropriate person if resolution falls outside individual level of responsibility and organisational policy and procedures 4.5. Maintain a positive and cooperative manner at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• effective communication techniques in relation to listening, questioning and non-verbal communication • needs and expectations of different types of customers • techniques for identifying and dealing with conflict situations and

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REQUIRED SKILLS AND KNOWLEDGE
misunderstandings
Required knowledge
• potential special needs of customers in a given industry context • importance of cultural awareness to customer service situations • ethics of professional behaviour in a given industry context

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • understanding of communication and customer service and its importance in the context of the cultural industries • ability to communicate effectively with customers, including those with special needs, within the range of situations required for the relevant job role • ability to respond effectively to a range of different customer service situations.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of communication skills through interaction with others • project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate carrying out work tasks involving dealing with customers • role plays about communication situations and dealing with conflicts and misunderstandings

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EVIDENCE GUIDE	
	• oral or written questioning about effective communication and personal presentation • 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).
Guidance information for assessment	Assessment of this unit requires access to: • typical organisational customer service policies and procedures.

Range Statement

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.	
Customers may include:	• event organisers • outside contractors • theatre/cinema/event patrons • those from a range of cultural customs/backgrounds • venue hirers • workmates/colleagues
Situations and contexts where customer service is provided may include:	• back-of-house • front-of-house • in an office • reception area
Oral ***communications*** tasks	• asking questions to gain information, clarify ambiguities and adequately understand

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RANGE STATEMENT	
include:	requirements • asking the right questions to elicit customer special needs • empathising with the customer situation while upholding venue or hirer policy • negotiating outcomes where points of view differ • providing information accurately in plain English with sensitivity to the needs of people from a range of cultural and linguistic backgrounds and people with intellectual or physical disabilities • rephrasing and repeating questions, requests and statements to confirm they have been correctly understood • responding to instructions • speaking clearly to be understood and listening carefully to understand
Non-verbal communication may include:	• body language • culturally specific communication customs and practices • dress and accessories • gestures and mannerisms • use of space • voice tonality and volume
Personal presentation may include:	• dress • hair and grooming • hands and nails • jewellery • use of safety items • use of uniform
Customers with ***special needs*** may include:	• aged people • first-time patrons • groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children

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RANGE STATEMENT	
	• VIPs
Organisational guidelines may include:	• addressing the person by name • modes of greeting and farewelling • time-lapse before a response.
Customers with ***special needs*** may require:	• hearing assistance • special seating • translation assistance • wheelchair access.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder relations - customer service

Co-requisite units

Co-requisite units		

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CUECOR04B Deal with conflict and resolve complaints

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to handle difficult interpersonal situations with both customers and colleagues when conflict arises. It does not cover skills associated with formal negotiation, counselling or mediation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working at all levels across a range of cultural industry sectors apply the day-to-day conflict resolution skills and knowledge outlined in this unit. At this level, personnel could also be involved in resolving escalated complaints. This unit has strong linkages to the following units, and combined assessment and/or training is recommended: • CUECOR02C Work with others • CUECOR03B Provide quality service to customers. Note that conflict resolution in relation to colleagues is included in both this unit and the unit CUECOR02C Work with others. Care should be taken to avoid duplication in training and assessment.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify conflict situations	1.1. Identify potential for ***conflict*** quickly and take swift and tactful action to prevent escalation 1.2. Identify quickly situations where personal safety of customers or colleagues may be threatened, and organise appropriate assistance
2. Resolve conflict situations	2.1. Take responsibility for finding a solution to the conflict within the scope of individual responsibility 2.2. Encourage all points of view, accept them and treat them with respect

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Use effective communication skills to assist in the management of the conflict 2.4. Use accepted conflict resolution techniques to manage the conflict situation and develop solutions
3. Resolve escalated complaints	3.1. Take responsibility for resolving the complaint 3.2. Handle escalated complaints sensitively, courteously and discreetly 3.3. Convey an empathetic and helpful attitude using active listening and questioning 3.4. Query the customer for any information regarding possible causes related to the complaint 3.5. Establish and agree on the nature and details of the complaint with the customer 3.6. Assess the impact of the complaint on the customer in order to provide an appropriate response and solution 3.7. Determine possible options to resolve the complaint and quickly analyse and determine the best solution, taking into account ***organisational constraints*** 3.8. Take appropriate action to resolve the complaint, and, wherever possible, to the customer's satisfaction 3.9. Where appropriate, use techniques to turn complaints into opportunities to demonstrate high quality customer service 3.10. Complete any necessary documentation accurately and within time constraints 3.11. Provide feedback on complaints to appropriate personnel in order to avoid future occurrence

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• conflict resolution skills and strategies incorporating communication skills of:
  • assertiveness
  • listening

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REQUIRED SKILLS AND KNOWLEDGE
• non-verbal communication • language style • problem solving • negotiation.
Required knowledge
• group processes and roles people play • procedures for handling customer complaints in a given industry or workplace context • types of conflict in the workplace and typical causes • conflict theory, including signs, stages, levels, factors involved, results.

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • knowledge of conflict resolution techniques • ability to apply conflict resolution techniques and resolve a range of different conflict situations in contexts appropriate to the job role and workplace.
Context of and specific resources for assessment	The assessment context must provide for: • activities that allow the candidate to address a range of commonly-occurring conflict situations that may be found in the workplace. These should be related to the usual work roles of the candidate, such as handling escalated customer complaints in a front-of-house environment, resolving disputes with colleagues over work aspects, dealing with contractors or suppliers who fail to meet obligations • interaction with others to demonstrate appropriate interpersonal skills for resolving conflicts.
Method of assessment	Assessment may incorporate a range of methods to

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EVIDENCE GUIDE	
	assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate demonstrating complaint handling or negotiation skills, either in the workplace or through role plays • case studies to analyse and resolve conflict situations arising in various work contexts • incident reports prepared by the candidate • written or oral questions to assess underpinning theories related to conflict resolution • 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).
Guidance information for assessment	Assessment of this unit requires access to: • typical organisational complaint and conflict policies and procedures.

Range Statement

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.	
Conflict and escalated complaint situations may relate to:	• conflicts among work colleagues • customer complaints • denied requests for refunds or exchanges • dissatisfaction with seats allocated • drug or alcohol affected persons

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RANGE STATEMENT	
	• ejection from premises • late customers • refused entry
Organisational constraints may include:	• budgetary constraints • no availability of replacement goods, services or tickets • strict refund/exchange policy

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - interpersonal communication

Co-requisite units

Co-requisite units		

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CUEFIN01C Develop a budget

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to develop a budget. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The nature and purpose of a budget varies according to the work context, but the principles of developing a budget remain the same. Individuals responsible for developing budgets work in middle to senior management roles in which they are responsible for analysing financial information to inform the budget development process prior to developing budgets. Skills relating to monitoring budget performance are found in the unit CUEFIN02C Manage a budget. Combined assessment of these units is appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan for a budget	1.1. Confirm the scope and nature of the activity for which ***budget*** is being developed with ***relevant personnel***, including any guidelines or directives for budget development 1.2. Correctly identify, access and analyse ***data*** required for budget preparation 1.3. Analyse ***internal*** and ***external*** environmental factors to identify potential impacts on budget 1.4. Determine budget parameters with estimates, based on research, consultation and negotiation with the appropriate personnel and organisation/project objectives 1.5. Provide relevant colleagues with the opportunity to contribute to the budget planning process
2. Develop and prepare	2.1. Draft budget based on analysis of all available

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ELEMENT	PERFORMANCE CRITERIA
budget	information and in accordance with organisational policy 2.2. Clearly identify and support income and expenditure estimates with valid, reliable and relevant information 2.3. Assess and present options when appropriate 2.4. Present recommendations clearly, concisely and in an appropriate format 2.5. Circulate draft budget to the appropriate personnel for comment at the appropriate time 2.6. Agree and incorporate modifications accurately and in consultation with colleagues 2.7. Negotiate final budget in accordance with organisational procedures and policies 2.8. Complete the final budget in required format within an agreed timeframe 2.9. Inform relevant personnel of the budget and its application within the relevant area of work, including reporting and financial management responsibilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• negotiating skills in relation to budgetary planning
Required knowledge

• context and typical processes for the budget development process within a given industry context
• accounting principles and practices which impact on budget preparation
• budget preparation techniques, including:
  • information required for budget preparation
  • components of a budget
  • techniques for making budget estimates
  • type of supporting information required
  • presentation techniques/formats for budgets

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Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • understanding of the technical budget preparation process and accounting procedures that must be followed • sound analysis of the factors that impact on the budget development process • preparation of a realistic and accurate budget within the relevant workplace context.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow for the development of a budget for a specific workplace context • involvement of others in the budget development process • use of industry-current technology for the budget preparation process.
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 budgets prepared by the candidate, including comparison with actual budgetary performance • evaluation of reports prepared by the candidate detailing the processes undertaken to develop a budget • case studies and problem solving to assess application of principles of budget development to different workplace contexts • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

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EVIDENCE GUIDE	
	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).
Guidance information for assessment	Assessment of this unit requires access to: • industry-current technology for budget development • sources of information on expenditure and income.

Range Statement

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.	
Budgets may include:	• budgets for a small business • cash • departmental • event • grant funding • project • sales
Relevant personnel involved in budget development may include:	• creative personnel • funding bodies • investors • management • sponsors • technical personnel
Data required for budget preparation may include:	• budget preparation guidelines • customer or supplier research • financial information from suppliers • financial proposals from stakeholders

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RANGE STATEMENT	
	• funding body policies and procedures/limitations • management policies and procedures • performance data from previous projects/periods
Internal or ***external*** issues that could impact on budget development may include:	• activity/project objectives • change in economic conditions • human resource requirements • new legislation or regulation • organisational objectives/changes in organisational objectives • price movement for different supplies • required profit margins • safety issues • scope of the project • timing of project • venue availability (for events)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - financial management

Co-requisite units

Co-requisite units		

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CUEFIN02C Manage a budget

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to take responsibility for the management of a budget others may have developed. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The nature and purpose of a budget varies according to the work context, but the principles of managing a budget remain the same. Individuals responsible for managing budgets work in middle to senior management roles in which they are accountable for monitoring income and expenditure against budget projections. Skills relating to developing budgets are found in the unit CUEFIN01C Develop a budget. Combined assessment of these units is appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Allocate funds	1.1. Allocate funds in accordance with the ***budget*** and agreed priorities 1.2. Keep all ***relevant personnel*** fully informed of budgetary decisions 1.3. Make colleagues aware of the importance of budget control 1.4. Accurately detail records of ***resource*** allocation in accordance with organisational control systems
2. Monitor and control expenditure	2.1. Check actual income and expenditure against budgets at regular intervals 2.2. Identify areas for improved budget performance and investigate options 2.3. Prepare income and expenditure reports and present in the required format to relevant personnel 2.4. Identify deviations from the budget, the reasons for

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ELEMENT	PERFORMANCE CRITERIA
	deviation and take appropriate action 2.5. Present recommendations clearly and logically to relevant personnel 2.6. Advise relevant personnel of budget status in accordance with agreed timeframes
3. Complete financial reports	3.1. Accurately complete all required ***financial*** and statistical ***reports*** within designated timelines 3.2. Make recommendations regarding future financial planning as appropriate 3.3. Make reports clear and concise, and check for accuracy. 3.4. Promptly forward reports to relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• organisation or project's procedures for budgeting and financial reporting/management • legislative or other requirements (e.g. funding body guidelines) with regard to disbursement of funds and record keeping
Required knowledge
• knowledge and understanding of budgets, including different types of budget, how a budget is structured and how to interpret a budget • financial reports, including structure, features and formats for specific purposes • financial reporting procedures and cycles relevant to the specific industry context • areas of financial responsibility specific to the industry context

Evidence Guide

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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • monitoring of income and expenditure in accordance with the budget and identifying ways of improving budget performance • knowledge of basic budget principles and structures • knowledge of budgeting terminology relevant to a specific industry context.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that include the management of and reporting on a budget for a specific project/event/operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed.
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 reports detailing financial performance of projects or activities conducted by the candidate • evaluation of reports prepared by the candidate detailing the processes undertaken to manage and monitor a budget • case studies and problem solving to assess application of principles of budget management to different workplace contexts • 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).
Guidance information for assessment	Assessment of this unit requires access to: • figures and data that reflect the financial operating

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EVIDENCE GUIDE	
	conditions of industry.

Range Statement

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.	
Budgets may include:	• budgets for a small business • cash • departmental • event • grant funding • project • sales
Relevant personnel involved in budget development may include:	• creative personnel • funding bodies • investors • management • sponsors • technical personnel
Resources include all financial resources such as:	• bank accounts • cash • cheques • grants • investments
Financial reports may include:	• balance sheets • cash flow reporting • profit and loss statements

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Unit Sector(s)

Unit sector	

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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CUEFIN03C Obtain sponsorship

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to obtain and manage sponsorship for an activity, event or organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People in middle to senior management roles in cultural industry organisations or companies apply the skills and knowledge outlined in this unit, which focuses on 'one-off' sponsorship arrangements or ongoing activities within an organisation. People in this role require a sound knowledge of sponsorship opportunities and protocols in a given industry context plus a range of communication, negotiation and management skills. This unit has linkages to a range of other financial, marketing and management units, and combined assessment and/or training with those units would be appropriate, e.g.: • CUEFIN01C Develop a budget • CUEFIN02C Manage a budget • other marketing units • units dealing with development and presentation of business proposals.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine financial requirements and sponsorship opportunities	1.1. Identify financial requirements in consultation with ***relevant colleagues*** 1.2. Set sponsorship targets based on financial requirements of activity and estimated income and expenditure 1.3. Identify ***items***, activities or projects to be sponsored based on ***potential sponsor*** appeal and the needs of the organisation 1.4. Assess previous methods of securing finance for relevance to the activity

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Identify potential sponsors in accordance with the nature of the activity and/or previous sponsors
2. Obtain sponsorship	2.1. Develop sponsorship proposals in a clear, concise and professional way to include full breakdown of costs and benefits and other relevant sponsor information 2.2. Distribute and/or present sponsorship information in accordance with agreed targets 2.3. Undertake follow-up promotion and negotiation as required 2.4. Conduct meetings to discuss proposals in a professional and business-like manner 2.5. Make written contracts/agreements with the sponsor to include full details of commitments made by both parties
3. Service sponsors	3.1. Organise activities in accordance with sponsorship agreements ensuring all agreements made are honoured 3.2. Provide and request feedback to and from the sponsor 3.3. Monitor and evaluate activities and make adjustments accordingly 3.4. Identify and action opportunities to enhance value of involvement for sponsors and benefits for the organisation 3.5. Maintain accurate and current ***documentation*** as required throughout the process 3.6. Undertake follow-up liaison with sponsor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• written communication skills sufficient to develop sponsorship proposals • familiarity with presentation tools, e.g. software • negotiation and communication skills in relation to sponsorship activities • project management skills in relation to managing sponsorship activities

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• sponsorship protocols in relation to making contact, nature of proposals, involvement of sponsor in activities and reporting expectations in a given industry context • potential sponsorship contacts and sources of finance in commerce and/or government in the relevant industry context • features and formats for sponsorship proposals/packages in the relevant industry context • features of contracts and agreements and how to interpret them

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • development of clear, concise and professional sponsorship proposals • effective communication, presentation and negotiation skills.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities conducted over a period of time that allow the candidate to plan and implement sponsorship for an organisation, activity or event • involvement of and interaction with others to allow the communication and negotiation aspects of the unit to be assessed.
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 reports detailing sponsorship projects or activities conducted by the candidate • evaluation of reports prepared by the candidate

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EVIDENCE GUIDE	
	detailing the processes undertaken to obtain and manage sponsorship • case studies and problem solving to assess ability to develop sponsorship approaches to different workplace contexts • 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).
Guidance information for assessment	Assessment of this unit requires access to: • current technology for the presentation of sponsorship proposals • activity/event/program/organisation to be sponsored.

Range Statement

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.	
Relevant colleagues may include:	• boards of management • funding bodies • management • organising committees • technical or creative specialists
Items, activities or events to be sponsored may include:	• entertainment • exhibitions (permanent or temporary) • meals • ongoing organisation activities

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RANGE STATEMENT	
	• physical items • social events • total productions • travel
Potential sponsors may include:	• audiences • boards of directors, councils or other governing bodies • community bodies • existing sponsors • friends' organisations • government agencies • investors • joint partners, including limited life partners • new sponsors
Documentation to be maintained for sponsorship may include:	• activity reports/schedules • attendance figures • contracts • financial records

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - financial management

Co-requisite units

Co-requisite units		

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CUEIND03B Integrate accessibility principles into work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to integrate the principles of universal access into all work practices. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in any role in any industry apply the skills and knowledge outlined in this unit, which focuses on a general knowledge of accessibility issues and the ways in which work practices may be reviewed and adjusted to ensure the needs of those with disabilities are met. This unit is written so that it may be contextualised to meet particular industry requirements. The generic nature of this unit means that combined assessment and/or training with a wide range of other units within many Training Packages is appropriate.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Source information on accessibility	1.1. Identify relevant ***sources of information*** on accessibility issues appropriate to the work context 1.2. Review accessibility information and extract key information to inform work practice
2. Apply principles of accessibility to work activities	2.1. Identify ***accessibility requirements*** of colleagues/customers and potential barriers within own area of work 2.2. Assess the ways in which accessibility requirements are met through review of current work practices 2.3. Where appropriate, consult with relevant colleagues/customers on ***ways to enhance accessibility*** 2.4. Adjust work practices to enhance accessibility within scope of individual responsibility

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ELEMENT	PERFORMANCE CRITERIA
3. Encourage consideration of accessibility issues in the workplace	3.1. Share relevant information on accessibility issues with colleagues 3.2. Where appropriate, make recommendations to others on ways to improve accessibility within the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• research and literacy skills sufficient to source and interpret information on accessibility • problem solving skills to adjust space to provide better access for people with diverse needs
Required knowledge
• types of disabilities, prevalence of disability in Australia and associated barriers to accessibility • accessibility issues and considerations specific to the particular work/industry context • accessibility guidelines which may exist for the particular work context, e.g. Web Content Accessibility Guidelines • concept of reasonable adjustment and how it may be applied in a given work/industry context • legislation that relates to accessibility, including Disability Discrimination Act and occupational health and safety legislation

Evidence Guide

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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • knowledge of accessibility issues for a particular work/industry context • ability to apply knowledge to work practices.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to apply knowledge of accessibility issues to a particular work/industry context
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • review of ideas created by the candidate to suggest ways of improving accessibility in a given work context • oral or written questioning to assess knowledge of relevant legislation, guidelines or particular user requirements • 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).
Guidance information for assessment	Assessment of this unit requires access to: • sources of information as relevant to the industry context.

Range Statement

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

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RANGE STATEMENT	
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.	
Sources of information on accessibility issues may include:	• anti-discrimination legislation • Australian standards • disability legislation • materials published by advocacy groups • organisational policies and procedures
Accessibility requirements may include or relate to:	• access to information, e.g. accessible and targeted promotional materials in alternative formats • accessible websites, multimedia and virtual displays • changes in individual communication style or behaviour for specific disability groups • need for reasonable adjustment in the workplace • physical access • working conditions
Ways to enhance accessibility may include:	• adjusting policies and procedures • changing design and presentation methods • communication methods for particular audiences, e.g. sign language interpreting • making physical alterations to the workplace • providing training on accessibility issues • seeking partnerships or consultation with advocacy/community groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - workplace effectiveness

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Co-requisite units

Co-requisite units		

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CUEOHS01C Implement workplace health, safety and security procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to implement occupational health and safety policies and practices in the workplace where an established OHS framework already exists. It covers a range of industry contexts involving a variety of different conditions and hazards. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Employees with supervisory responsibility apply the skills and knowledge outlined in this unit, e.g. team leaders, production coordinators, forepersons or supervisors. Issues surrounding workplace health and safety vary and training must be tailored to meet the needs of specific work areas. There is a link between this general safety unit and many other operational units and combined assessment and/or training with those units is recommended, e.g.: • CUETEM01C Coordinate production operations • BSBWOR402A Promote team effectiveness.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Provide information on health and safety	1.1. Provide relevant ***information*** to the work group about occupational health and safety policies, procedures and programs 1.2. Clearly explain ***OHS legislation*** and industry codes of practice to colleagues
2. Coordinate participation in health and safety issues	2.1. Implement and monitor organisational procedures for consultation over occupational health and safety issues to ensure that all members of the work group have the opportunity to contribute 2.2. Deal with and resolve issues raised through

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ELEMENT	PERFORMANCE CRITERIA
	consultation and resolve them promptly or refer them to the appropriate personnel for resolution in accordance with ***workplace procedures*** 2.3. Make the outcomes of consultation over occupational health and safety issues known to the work group promptly
3. Implement and monitor procedures for controlling hazards and risks	3.1. Identify and report existing and potential ***hazards*** in the work area so that ***risk*** assessment and risk control procedures can be applied 3.2. Implement work procedures to control risks and monitor adherence to them by the work group in accordance with workplace procedures 3.3. Monitor existing risk control measures and report results regularly in accordance with workplace ***procedures*** 3.4. Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report to designated personnel
4. Implement and monitor health and safety training	4.1. Identify ***occupational health and safety training*** needs accurately based on regular workplace monitoring 4.2. Make timely ***arrangements*** for fulfilling identified occupational health and safety training needs in consultation with relevant parties
5. Maintain occupational health and safety records	5.1. Complete ***occupational health and safety records*** accurately and legibly in accordance with workplace and legislative requirements 5.2. Use data to provide reliable and timely input to the management of workplace health and safety

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including procedures for: • communicating about OHS issues

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REQUIRED SKILLS AND KNOWLEDGE
• consulting and allowing participation over OHS issues • identifying and reporting on hazards, eg through inspections • assessing risks • controlling risks • monitoring risk control measures • reporting budgetary and resource needs • responding to and dealing with hazardous events • OHS training • OHS record keeping and collection and use of incident data
Required knowledge

• general knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g. Screen Producers' Association of Australia, Safety Guidelines for the Entertainment Industry, Film Industry Recommended Safety Code and Safety Guidance Notes
• provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities
• principles and practices of effective OHS management, such as:
  • the hierarchy of control
  • elements of an effective OHS management system
  • participation and consultation over OHS
  • incident investigation
  • risk management approaches
  • hazards which exist in the workplace and:
  • the range of control measures available for these hazards
  • considerations for choosing between different control measures, such as possible inadequacies with particular control measures

Evidence Guide

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	The following evidence is critical to the judgement of

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competence in this unit: • knowledge and understanding of the laws and regulations relating to OHS in the workplace, including relevant industry safety guidelines (as detailed above) • ability to monitor health and safety within the context of an established system where policies, procedures and programs already exist.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed • involvement of and interaction with a team for which the candidate coordinates OHS issues.
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 reports prepared by the candidate detailing how OHS issues were addressed in a given project or work activity • evaluation of projects conducted by the candidate to address OHS issues in a given workplace • case studies and problem solving exercises to develop OHS responses to different workplace situations • 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).
Guidance information for assessment	Assessment of this unit requires access to: • relevant occupational health and safety acts, regulations and codes of practices • organisation's occupational health and safety policies and procedures.

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Range Statement

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.	
Information may cover the following areas:	• assistance with work tasks • consultation with health and safety representatives and OHS committees • direct supervision where necessary, e.g. for inexperienced workers • hazards and risk management procedures • legislation and codes of practice, e.g. relating to hazards in the work area • the induction of new workers • the nature of work and tasks, procedures and the limits to worker authority
This competency is to be exhibited in accordance with all relevant ***OHS legislation***, particularly:	• general duty of care under State/Territory legislation and common law • health and safety representatives and/or occupational health and safety committees and issue resolution • provision of information and training • regulations and codes of practice relating to hazards present in the work area • requirements for the maintenance and confidentiality of records of occupational injury and disease • State/Territory OHS Acts, regulations and codes of practice

Relevant ***workplace procedures*** may be:	• formally documented or communicated verbally
	• general to the management of the enterprise, e.g.:
	  • job procedures and work instructions
	  • maintenance of plant and equipment
	  • purchasing of supplies and equipment

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RANGE STATEMENT	

	• specific to OHS, e.g.:
	  • assessing risks
	  • consultation and participation
	  • controlling risks
	  • emergency response
	  • identifying hazards, e.g. inspections
	  • incident investigation
	  • issue resolution
	  • OHS record keeping
	  • OHS training
	  • providing OHS information
	  • reporting OHS issues

Identifying ***hazards*** may include activities associated with:	• audits • housekeeping • identifying employee concerns • job and work system assessment • maintenance of plant and equipment • OHS record keeping • purchasing of supplies and equipment • workplace inspections
Hazardous events may include:	• accidents • bomb scares • emergencies, e.g. chemical spills • fires and explosions

Controlling ***risks*** may include actions such as:	• application of the hierarchy of control, namely:
	  • administrative controls
	  • elimination of the risk
	  • engineering controls
	  • personal protective clothing and equipment
	• consultation with workers and their representatives
	• measures to remove the cause of a risk at its source

Procedures for dealing with these may include:	• accident/incident reporting and investigation • chemical containment • evacuation • First Aid procedures
OHS training may include:	• emergency and evacuation training • induction training

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RANGE STATEMENT	
	• specific hazard training • specific task or equipment training • training as part of broader programs, e.g. equipment operation
Participative ***arrangements*** may include:	• formal and informal meetings • health and safety representatives • OHS committees • other committees, e.g. consultative, planning, purchasing
OHS records may include:	• electronic record keeping and communication systems • First Aid/medical post records • hazardous substances registers • health surveillance and workplace environmental monitoring records • maintenance and testing reports • manufacturer and supplier information, including material safety data sheets and dangerous goods storage lists • OHS audits and inspection reports • records of instruction and training • records of occupational injury and disease • workers compensation and rehabilitation records

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - occupational health and safety

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Co-requisite units

Co-requisite units		

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CUEOHS02C Establish and maintain a safe and secure workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to establish and monitor OHS frameworks, systems and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals responsible for managing the occupational health and safety policy and procedures for a small organisation or for a section of a larger organisation. There is a strong link between this unit and other management units and combined assessment and/or training with those units may be appropriate, e.g.: • BSBRSK501A Manage risk.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish and maintain a framework for occupational health and safety in the area of responsibility	1.1. Develop and clearly articulate health, safety and security policies in relevant policy documents 1.2. Define and allocate health and safety responsibilities clearly, including relevant information in job descriptions and duty statements 1.3. Identify, seek or provide adequate financial and human resources to address workplace safety issues 1.4. Provide and explain ***information*** on occupational health and safety systems and procedures in a form readily accessible to employees 1.5. Develop and implement an ***occupational health and safety training*** program 1.6. Establish and monitor a system for keeping ***occupational health and safety records***
2. Establish and	2.1. Establish and maintain appropriate consultative

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ELEMENT	PERFORMANCE CRITERIA
maintain participative arrangements for the management of occupational health and safety	processes 2.2. Resolve issues raised through participation and consultation and resolve them promptly and effectively 2.3. Provide information about the outcomes of participation and consultation in a manner accessible to employees
3. Establish and maintain procedures for identifying, assessing and controlling hazards and risks	3.1. Identify and assess existing and potential ***hazards*** in the workplace 3.2. Develop ***procedures*** for ongoing identification, assessment and control of ***risks*** and integrate this within work systems and procedures 3.3. Develop and implement measures to control assessed risks, including interim solutions where necessary 3.4. Monitor activities to ensure that procedures for risk assessment and control are adopted 3.5. Address the issues of hazard identification, risk assessment and control at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created 3.6. Assess and control risks presented by identified hazards in accordance with ***OHS legislation*** and codes of practice
4. Evaluate the organisation's health and safety system	4.1. Assess the effectiveness of the occupational health and safety system and related policies, procedures and programs, in accordance with the organisation's aims with respect to occupational health and safety 4.2. Develop and implement improvements to the occupational health and safety system to ensure more effective achievement of the organisation's aims with respect to occupational health and safety 4.3. Assess compliance with occupational health and safety legislation and codes of practice to ensure that legal occupational health and safety standards are maintained as a minimum

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- how the characteristics and composition of the workforce impact on OHS management, including:
  - literacy
  - communication skills
  - cultural background
  - gender
  - workers with disabilities
- other organisational systems, policies and procedures relevant to OHS management, including:
  - business planning (especially new technology, organisational change)
  - purchasing
  - maintenance
  - training
  - consultation
  - human resource management

Required knowledge

- general knowledge of relevant OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities
- detailed knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g.
  - Screen Producers' Association of Australia
  - Safety Guidelines for the Entertainment Industry
  - Film Industry Recommended Safety Code and Safety Guidance Notes
- principles and practices of effective OHS management, e.g.:
  - elements of an effective OHS management system
  - appropriate links to other management systems
  - the hierarchy of control measures
  - participation and consultation over OHS
  - incident and accident investigation
  - the role of technical information or experts in designing control measures,-monitoring systems and health surveillance
  - risk management approaches
- hazards and associated risks which exist in the enterprise and:
  - the range of control measures available for these hazards

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REQUIRED SKILLS AND KNOWLEDGE
• considerations for choosing between different control measures, e.g. possible inadequacies with particular control measures • considerations regarding when to seek expert advice • organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including systems and procedures for: • keeping the organisation abreast of developments on OHS (law, control measures, hazards) notification and reporting • communicating to the organisation about OHS • consulting about and participating in OHS management • identifying and reporting on hazards, eg through audits, inspections • assessing risks • controlling risks • monitoring risk control measures • reporting on financial, technical and other resource needs • responding to and dealing with hazardous events • OHS training • OHS record keeping and collection and use of OHS related data

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • knowledge and understanding of laws, regulations and industry guidelines relating to OHS in the workplace, particularly how employer general duty of care can be met • ability to analyse the working environment in order to identify hazards, assess risks and design and implement appropriate OHS management systems • ability to assess the resources needed to establish and maintain OHS management systems, including a range of risk control measures.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	The assessment context must provide for: • development of policies, systems and procedures for a nominated workplace, activity or project and implementation within an operational environment, eg for a production project • project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed • involvement of a team operating in a specified workplace for which the candidate establishes and monitors health and safety.
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 reports prepared by the candidate detailing how OHS policies, systems and procedures were established and monitored in a given project • evaluation of projects conducted by the candidate to develop policies, systems and procedures for health and safety • case studies and problem-solving exercises to develop OHS policies, systems and procedures in response to different workplace situations • 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.
Guidance information for assessment	Assessment of this unit requires access to: • relevant OHS legislation, regulations and codes of practices • organisation's occupational health and safety policies and procedures.

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Range Statement

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.	
Information may cover the following areas:	• assistance with work tasks • consultation with health and safety representatives • direct supervision where necessary, e.g. of inexperienced workers • hazards and risk management procedures • legislation and codes of practice, e.g. relating to hazards in the work area • the induction of new workers • the nature of work and tasks, procedures and the limits to worker authority
OHS training may include:	• emergency and evacuation training • induction training • specific hazard training • specific task or equipment training • training as part of broader programs, e.g. equipment operation
OHS records may include:	• hazardous substances registers • maintenance and testing reports • manufacturer and supplier information, including material safety data sheets and dangerous goods storage lists • OHS audits and inspection reports • records of instruction and training • workers compensation and rehabilitation records First Aid/medical post records • workplace environmental monitoring and health surveillance and records
Identifying ***hazards*** may include activities associated with:	• audits • housekeeping • identifying employee concerns • job and work system assessment • maintenance of plant and equipment

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RANGE STATEMENT	
	• OHS record keeping • planning or implementing alterations to site, plant, operations or work systems • purchasing of supplies and equipment • workplace inspections
Hazardous events may include:	• accidents • bomb scares • crowd-related risks • deranged customers • emergencies, e.g. chemical spills • equipment failure • fires and explosions • weather emergencies

Relevant workplace ***procedures*** may be:	• formally documented or communicated verbally
	• general to the management of the enterprise such as:
	  • job procedures and work instructions
	  • maintenance of plant and equipment
	• purchasing of supplies and equipment
	• specific to OHS, e.g.:
	  • assessing risks
	  • controlling risks
	  • emergency response
	  • identifying hazards, e.g. inspections
	  • incident investigation
	  • issue resolution
	  • OHS consultation and participation
	  • OHS record keeping
	  • OHS training
	  • providing OHS information
	• procedures for dealing with hazardous events may include:
	  • accident/incident reporting and investigation
	  • chemical containment
	  • evacuation
	  • First Aid
	• participative arrangements, e.g.
	  • formal and informal meetings

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RANGE STATEMENT	
	• health and safety representatives • OHS committees other committees, e.g. consultative, planning, purchasing

Controlling ***risks*** may include actions such as:	• application of the hierarchy of control, namely:
	  • administrative controls
	  • consultation with workers and their representatives
	  • elimination of the risk
	  • engineering controls
	  • personal protective clothing and equipment
	• measures to remove the cause of a risk at its source

This competency is to be exhibited in accordance with all relevant ***OHS legislation***, particularly:	• general duty of care under State/Territory legislation and common law • health and safety representatives and/or occupational health and safety committees and issue resolution • provision of information and training • regulations and codes of practice relating to hazards present in the work area • requirements for the maintenance and confidentiality of records of occupational injury and disease • State/Territory OHS Acts, regulations and codes of practice

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - occupational health and safety

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Co-requisite units

Co-requisite units		

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CUETEM09B Manage diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide leadership in a diverse workplace where customers and staff may be from a wide range of backgrounds. It builds on the unit BSBDIV301A Work effectively with diversity. This unit is closely based on, and equates to, the unit SITXHRM007A Manage workplace diversity in the Tourism, Hospitality and Events Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Individuals in middle and senior management levels apply the skills and knowledge outlined in this unit. Access to cultural events and activities by everyone in the community irrespective of age, gender, cultural background, physical and mental abilities is critical to the success of the industry. This unit has strong linkages to a range of other units, and combined assessment and/or training with those units would be appropriate, e.g.: • BSBHRM402A Recruit, select and induct staff • BSBLED401A Develop teams and individuals • BSBWOR401A Establish effective workplace relationships • BSBWOR502A Ensure team effectiveness

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Encourage respect for diversity in the workplace	1.1. Provide a role model for others through individual behaviour that demonstrates respect for ***diversity*** 1.2. Develop ***work practices*** and undertake ***planning*** in a manner which shows respect for workplace diversity 1.3. Assist and coach colleagues in ways of accepting diversity in relation to both colleagues and customers
2. Use diversity as an asset	2.1. Recognise the skills of a diverse workforce and use these to enhance organisational performance 2.2. Promote the ***benefits of productive diversity*** to

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ELEMENT	PERFORMANCE CRITERIA
	colleagues
3. Deal with problems arising from diversity issues	3.1. Recognise workplace problems that arise from diversity issues promptly and take action to resolve the situation 3.2. Identify training needs and take appropriate action 3.3. Use coaching and mentoring to assist colleagues to successfully work in a diverse environment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• cross-cultural communication skills with reference to the roles of leaders and managers, including cross-cultural communication for:
  • conflict resolution
  • problem-solving
  • negotiation
  • motivation

Required knowledge
• specific diversity issues which apply to the cultural industries and which contribute to the industry's progress, including benefits of productive diversity • legal issues that relate to diversity, including Equal Employment Opportunity and anti-discrimination

Evidence Guide

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	The following evidence is critical to the judgement of

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competence in this unit: • understanding of the role of leaders and managers in encouraging diversity in the cultural industries • knowledge of cross-cultural communication techniques as they apply to leaders and managers • knowledge of specific cultural issues that may apply in a particular industry context.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to address typical diversity issues found in cultural industries workplaces.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • case studies to develop strategies for effectively managing diversity in different industry contexts • oral or written questions to assess knowledge of cross-cultural issues and communication techniques • 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).
Guidance information for assessment	No particular resource requirements apply to the assessment of this unit.

Range Statement

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

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RANGE STATEMENT	
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.	
Diversity is used here in its broadest sense and may be related to:	• age • disabilities • family structure • gender • language • race • sexual preference • special needs

Planning and ***work practices*** that reflect respect for diversity may include:	• acknowledgment of religious and cultural celebrations
	• appropriate allocation of duties to particular staff members
	• consideration of customers with special needs
	• culturally appropriate mixing of staff
	• training in culturally-appropriate communication
	• consultation sessions with
	  • special interest groups
	  • sponsors
	  • stakeholders
	  • the audience for a product or service
	  • the community, e.g. local, regional, ethnic or racial

Benefits of productive diversity may include:	• a multi-lingual workforce • a workforce that reflects the diversity of the customer base • different perspectives on problem solving • education of the workforce • improved cross-cultural communication • increased trade with other countries/cultures • more interesting work environments • removal of prejudice

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce development - diversity

Co-requisite units

Co-requisite units		

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CUFIMA01A Produce and manipulate digital images

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to produce and manipulate digital images for a multimedia production within the cultural industries.

This unit describes the skills and knowledge required to produce and manipulate digital images for a multimedia production within the cultural industries

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

Element	Performance Criteria
1 Assess digital camera qualities	1.1 Assess camera software compatibility with hardware systems and select appropriate software for the production

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		1.2 Match pixel resolution of the camera to the required quality and resolution of outcome
		1.3 Check the RAM capacity of the camera to see that it is appropriate to the number of images required to be captured
		1.4 Assess shutter speed, focal lengths and camera feature modes as suitable to the quality of and use of photographic image required
		1.5 Handle and store lithium batteries in accordance with occupational health and safety requirements
2	Photograph and upload a digital image	2.1 Consider focus and exposure in operation of the digital camera to ensure capture of image meets production requirements
		2.2 Ensure correct use of digital image software including entering and exiting the selected software
		2.3 Save and retrieve digital photographs using designated file formats
		2.4 Load and operate the digital camera in accordance with manufacturer's specifications and appropriate to the quality of image to be photographed
		2.5 Upload the IBM-PC or Macintosh card interface/disk onto the relevant computer and save the image on hard disk
		2.6 Create and store photographic image files of the computer in accordance with software procedures
		2.7 Enhance, crop and alter photographic images electronically to deliver the required image
		2.8 Check photographic images for fitness of purpose to comply with specifications
		2.9 Assess photographic images for the relevant delivery mode (print, CD-ROM, visual appeal and effectiveness) and deliver appropriately
3	Incorporate digital photography into a multimedia sequence	3.1 Create graphics that incorporate the principles of design using the designate software
		3.2 Edit, enhance, amend and save digital images using

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the designated software

3.3 Combine digital images into a designated multimedia sequence

3.4 Integrate digital images into a designated multimedia sequence

3.5 Evaluate the outcome for visual impact, effectiveness and fitness for purpose

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in:

basic principles of photography and visual design

knowledge of selected digital image software

ability to interpret a brief

knowledge of the limiting factors of computer hardware

knowledge of computers and computer operating systems

interpreting simple scripts (texts), specifications and instructions

interpreting and communicating production specifications

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

CUFMEM07A - Apply principles of visual design/communication to the development of a multimedia project

CUFMEM10A - Design and create a multimedia interface

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

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ability to assess the capacity to upload and process digital image s using industry hardware and software, to deliver a designated quality of image outcome

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of theses.

Off the job assessment must be undertaken in a closely simulated workplace environment.

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

practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)

role play

work samples or simulated workplace activities

oral questioning/interview aimed at the evaluating the process used in developing and realising the creative concept

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the multimedia industry.

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in:

basic principles of photography and visual design

knowledge of selected digital image software

ability to interpret a brief

knowledge of the limiting factors of computer hardware

knowledge of computers and computer operating systems

interpreting simple scripts (texts), specifications and instructions

interpreting and communicating production specifications

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

CUFMEM07A - Apply principles of visual design/communication to the development of a multimedia project

CUFMEM10A - Design and create a multimedia interface

Critical aspects of evidence

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This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

ability to assess the capacity to upload and process digital image s using industry hardware and software, to deliver a designated quality of image outcome

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of theses.

Off the job assessment must be undertaken in a closely simulated workplace environment.

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

practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)

role play

work samples or simulated workplace activities

oral questioning/interview aimed at the evaluating the process used in developing and realising the creative concept

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the multimedia industry.

Range Statement

Multimedia productions may include or be included in:

aspects or sections of film/video production:

feature

documentary

short film and/or video

animations

commercials

live or pre-recorder performances

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music video

television production of any type (eg music, drama, comedy, variety, sport)

live or pre-recorded television production

educational product

game

promotional product

Information product

training product

e-commerce

a range of others

Equipment used:

appropriate hardware

software and communication packages

LANs

organisation's backup systems

Multimedia components:

2D Graphics

3D Graphics

videos

sound

text animation

scanned images

Industry standard software may include:

a wide range of programs, some current examples of which may be:

Photoshop

Pagemill

Frontpage

Dreamweaver

Flash

Director

Hyper Studio

NOTE: These programs are constantly being upgraded and replaced, and appropriate up-to-date programs should be selected.

Camera feature modes may include:

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flash

scrollage

icon menu

close-up

wide angle and telephoto capacity

Multimedia productions may include or be included in:

aspects or sections of film/video production:

feature

documentary

short film and/or video

animations

commercials

live or pre-recorder performances

music video

television production of any type (eg music, drama, comedy, variety, sport)

live or pre-recorded television production

educational product

game

promotional product

Information product

training product

e-commerce

a range of others

Equipment used:

appropriate hardware

software and communication packages

LANs

organisation's backup systems

Multimedia components:

2D Graphics

3D Graphics

videos

sound

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text animation

scanned images

Industry standard software may include:

a wide range of programs, some current examples of which may be:

Photoshop

Pagemill

Frontpage

Dreamweaver

Flash

Director

Hyper Studio

NOTE: These programs are constantly being upgraded and replaced, and appropriate up-to-date programs should be selected.

Camera feature modes may include:

flash

scrollage

icon menu

close-up

wide angle and telephoto capacity

Unit Sector(s)

Not applicable.

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CUFMEM12A Update web pages

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills required to update the information on a website within the cultural industries.

This unit describes the skills required to update the information on a website within the cultural industries

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

Element	Performance Criteria
1 Check information for relevance and currency	1.1 Confirm frequency of site upgrades with relevant personnel

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		1.2	Obtain revised and additional content material in electronic form from client
		1.3	Confirm with relevant personnel the age limit of links that should be retained or deleted
		1.4	Confirm with relevant personnel other revisions if required
2	Check links and navigation	2.1	Select appropriate link-checking software, run software to test links and check currency of existing links
		2.2	Save report document according to technical and organisational requirements
3	Edit information as required	3.1	Check broken or failed links to determine site closure or new site addresses
		3.2	Delete closed links and re-establish new site links if available
		3.3	Check internal page links and rectify as required
		3.4	Delete old links as required
		3.5	Insert and edit content material as required
		3.6	Make heading, typographical and image revisions as required
		3.7	Insert additional pages as required, ensuring the links are made correctly within the site structure
		3.8	Advise relevant personnel if new buttons, interface or navigation design are required to incorporate additional materials
4	Test and confirm changes	4.1	Check all links are valid before requesting that client checks all content changes and confirms that they are valid
		4.2	Provide client with a full report of all changes made

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills&knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

knowledge of how to initiate and conclude an internet connection

knowledge of appropriate software

knowledge of appropriate uses of different internet protocols and data types (world wide web, email, etc)

knowledge of privacy and security measures related to on-line tasks

knowledge of information sources

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

CUSRAD01A - Collect and organise information

ICPMM65DA - Create web pages with multimedia

CUFMEM06A - Design a multimedia product

Critical aspects of evidence

This unit of competence applies to the multimedia sector and a range of other interested areas. Assessment must be customised to meet the needs of the particular workplace in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

the ability to add to or revise information on web page/s and check the accuracy of the information, the links and document the process

Method and context of assessment

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures but may include:

practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)

role play

case studies

work samples or simulated workplace activities

oral questioning/interview

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projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence

Resource requirements

Assessment requires access to a range of equipment and software currently used by the multimedia industry.

Underpinning skills&knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

knowledge of how to initiate and conclude an internet connection

knowledge of appropriate software

knowledge of appropriate uses of different internet protocols and data types (world wide web, email, etc)

knowledge of privacy and security measures related to on-line tasks

knowledge of information sources

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

CUSRAD01A - Collect and organise information

ICPMM65DA - Create web pages with multimedia

CUFMEM06A - Design a multimedia product

Critical aspects of evidence

This unit of competence applies to the multimedia sector and a range of other interested areas. Assessment must be customised to meet the needs of the particular workplace in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

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

the ability to add to or revise information on web page/s and check the accuracy of the information, the links and document the process

Method and context of assessment

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures but may include:

practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)

role play

case studies

work samples or simulated workplace activities

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oral questioning/interview

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence

Resource requirements

Assessment requires access to a range of equipment and software currently used by the multimedia industry.

Range Statement

Appropriate personnel to consult may include:

supervisor

web manager

programmers and technical support people

clients

other specialist creative and administrative staff as appropriate

Possible web site revisions may include:

heading replacements

typographical errors

image replacements or additions

Software applications for accessing the internet and developing the web page may include:

a wide range of programs, some current examples of which may be:

Eudora (accessing the world wide web)

Netscape (accessing the world wide web)

Authorware

Dreamweaver

Attain

WebCT

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.

Relevant terminology used may include but not be limited to:

ISDN

PPP

TCP/IP

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URL

Java

JavaScript

HTML

download

world wide web

cookies

zip files

Appropriate personnel to consult may include:

supervisor

web manager

programmers and technical support people

clients

other specialist creative and administrative staff as appropriate

Possible web site revisions may include:

heading replacements

typographical errors

image replacements or additions

Software applications for accessing the internet and developing the web page may include:

a wide range of programs, some current examples of which may be:

Eudora (accessing the world wide web)

Netscape (accessing the world wide web)

Authorware

Dreamweaver

Attain

WebCT

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.

Relevant terminology used may include but not be limited to:

ISDN

PPP

TCP/IP

URL

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Java

JavaScript

HTML

download

world wide web

cookies

zip files

Unit Sector(s)

Not applicable.

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CUFSAF01B Follow health, safety and security procedures

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge which everyone in the workplace must have in order to work safely. It covers a range of industry contexts involving a variety of different conditions and hazards.

This unit describes the skills and knowledge which everyone in the workplace must have in order to work safely. It covers a range of industry contexts involving a variety of different conditions and hazards.

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

Element	Performance Criteria
1 Follow workplace procedures	1.1 Comply with health, safety and security procedures

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	on health, safety and security		in accordance with organisational policy, relevant legislation, insurance requirements and safety plan where appropriate.
		1.2	Identify and promptly report breaches of health, safety and security procedures.
		1.3	Work safely and ensure that all work activities are undertaken in a safe manner and do not present a hazard to fellow workers or the public.
2	Deal with emergency situations	2.1	Recognise emergency and potential emergency situations, and determine and take required action within scope of individual responsibility.
		2.2	Follow emergency procedures in accordance with organisational procedures.
		2.3	Seek assistance from colleagues and/or other authorities where appropriate.
		2.4	Report details of emergency situations accurately as required in accordance with organisational policy.
3	Maintain personal safety standards	3.1	Use appropriate safety clothing, footwear and personal protection equipment.
		3.2	Undertake measures to prevent injury or impairment related to workplace activities and control workplace hazards.
		3.3	Carry out all manual handling in accordance with legal requirements, enterprise policies and national health and safety guidelines.
		3.4	Assist in maintaining workplace in a safe condition.
4	Provide feedback on health, safety and security	4.1	Identify Occupational Health and Safety issues requiring attention.
		4.2	Raise Occupational Health and Safety issues with the designated person in accordance with organisation and legislative requirements.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

general knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g. Screen Producers' Association of Australia, Safety Guidelines for the Entertainment Industry, Film Industry Recommended Safety Code and Safety Guidance Notes

relevant State/Territory Occupational Health and Safety legislation and codes of practice

major safety requirements for entertainment venues as outlined in State/Territory Occupational Health and Safety legislation

major causes of workplace accidents relevant to the work environment

workplace hazards relevant to a given context

emergency evacuation procedures relevant to a given context

fire hazards and workplace fire hazard minimisation procedures

organisational health, safety and security procedures

literacy skills sufficient to interpret symbols used for Occupational Health and Safety signs

designated personnel responsible for Occupational Health and Safety

safety report and any safety implementation reports, for candidates working within the film and television industry sectors.

Linkages to other units

This unit underpins effective performance in all other units, and combined assessment and/or training is recommended.

Critical aspects of evidence

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

following established procedures and understanding of the implications of disregarding those procedures

understanding of the legal requirement to work in accordance with health, safety and security procedures.

Method and context of assessment

The assessment context must provide for:

project or work activities that allow the candidate to demonstrate safe working practices for particular job roles and contexts.

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

direct observation of the candidate explaining workplace safety or emergency procedures to others

direct observation of the candidate demonstrating safe working practices for particular job roles

case studies and problem solving exercises for emergency situations, particular safety issues

oral or written questioning to asses knowledge of industry safety guidelines, legislation

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).

Resource requirements

Assessment of this unit requires access to:

relevant Occupational Health and Safety acts, regulations and codes of practice

relevant industry safety guidelines

organisation's Occupational Health and Safety policies and procedures

relevant protective equipment

safety report and any safety implementation reports, for candidates working within the film and television industry sectors.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (1)

Reading and following safety procedures.

Communicating ideas and information (1)

Passing on key safety information to colleagues.

Planning and organising activities (1)

Organising work tasks to ensure safety.

Working with others and in teams (1)

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Checking safety procedures with other team members.

Using mathematical ideas and techniques (1)

Checking number of patrons does not exceed safety requirements.

Solving problems (1)

Identifying safety issues and reporting them.

Using technology (-)

Not Applicable.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

general knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g. Screen Producers' Association of Australia, Safety Guidelines for the Entertainment Industry, Film Industry Recommended Safety Code and Safety Guidance Notes

relevant State/Territory Occupational Health and Safety legislation and codes of practice

major safety requirements for entertainment venues as outlined in State/Territory Occupational Health and Safety legislation

major causes of workplace accidents relevant to the work environment

workplace hazards relevant to a given context

emergency evacuation procedures relevant to a given context

fire hazards and workplace fire hazard minimisation procedures

organisational health, safety and security procedures

literacy skills sufficient to interpret symbols used for Occupational Health and Safety signs

designated personnel responsible for Occupational Health and Safety

safety report and any safety implementation reports, for candidates working within the film and television industry sectors.

Linkages to other units

This unit underpins effective performance in all other units, and combined assessment and/or training is recommended.

Critical aspects of evidence

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

following established procedures and understanding of the implications of disregarding those procedures

understanding of the legal requirement to work in accordance with health, safety and security procedures.

Method and context of assessment

The assessment context must provide for:

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project or work activities that allow the candidate to demonstrate safe working practices for particular job roles and contexts.

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

direct observation of the candidate explaining workplace safety or emergency procedures to others

direct observation of the candidate demonstrating safe working practices for particular job roles

case studies and problem solving exercises for emergency situations, particular safety issues

oral or written questioning to asses knowledge of industry safety guidelines, legislation

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).

Resource requirements

Assessment of this unit requires access to:

relevant Occupational Health and Safety acts, regulations and codes of practice

relevant industry safety guidelines

organisation's Occupational Health and Safety policies and procedures

relevant protective equipment

safety report and any safety implementation reports, for candidates working within the film and television industry sectors.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (1)

Reading and following safety procedures.

Communicating ideas and information (1)

Passing on key safety information to colleagues.

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Planning and organising activities (1)

Organising work tasks to ensure safety.

Working with others and in teams (1)

Checking safety procedures with other team members.

Using mathematical ideas and techniques (1)

Checking number of patrons does not exceed safety requirements.

Solving problems (1)

Identifying safety issues and reporting them.

Using technology (-)

Not Applicable.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Health, safety and security procedures may include:

emergency, fire and accident

hazard identification and control

use of personal protective clothing and equipment

safe sitting, lifting and handling

security of documents, cash, equipment, people

key control systems

safe use of electrical equipment

use of material safety data sheets

safe use of chemicals and toxic substances

safe construction of rigs and supports.

Emergency situations may include:

bomb threats

accidents

robbery

fire

armed hold-up

floods

earthquakes

equipment collapse.

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Work hazards may include:

occupational overuse injury

back injury

hearing impairment

stress

performance anxiety

electricity

noise/sound level

water and chemicals

falls

firearms/ammunition

animals

execution of special effects/stunts or action sequences

adverse weather/lighting conditions

diving and underwater work.

Measures to prevent injury or impairment may include:

following all safety procedures accurately

adopting correct posture

taking adequate rest breaks

controlling noise/sound levels and length of exposure to high levels of noise

using personal protective equipment, e.g. earmuffs

avoiding eye strain

correct use of chemical and dangerous substances/equipment

stress management techniques.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Health, **safety and security procedures may include**:

emergency, fire and accident

hazard identification and control

use of personal protective clothing and equipment

safe sitting, lifting and handling

security of documents, cash, equipment, people

key control systems

safe use of electrical equipment

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use of material safety data sheets

safe use of chemicals and toxic substances

safe construction of rigs and supports.

Emergency situations may include:

bomb threats

accidents

robbery

fire

armed hold-up

floods

earthquakes

equipment collapse.

Work hazards may include:

occupational overuse injury

back injury

hearing impairment

stress

performance anxiety

electricity

noise/sound level

water and chemicals

falls

firearms/ammunition

animals

execution of special effects/stunts or action sequences

adverse weather/lighting conditions

diving and underwater work.

Measures to prevent injury or impairment may include:

following all safety procedures accurately

adopting correct posture

taking adequate rest breaks

controlling noise/sound levels and length of exposure to high levels of noise

using personal protective equipment, e.g. earmuffs

avoiding eye strain

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correct use of chemical and dangerous substances/equipment

stress management techniques.

Unit Sector(s)

Not applicable.

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CUSADM03A Manage a project

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to manage a straightforward project or a section of a larger project. It focuses on essential project management skills and the need to meet deadlines for outcomes and products. For projects that involve large budgets, substantial numbers of staff and complex outcomes, see the unit **Manage a major project**.

This unit describes the skills and knowledge required to manage a straightforward project or a section of a larger project. It focuses on essential project management skills and the need to meet deadlines for outcomes and products. For projects that involve large budgets, substantial numbers of staff and complex outcomes, see the unit **Manage a major project**.

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

Element	Performance Criteria

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1	Determine scope of projects	1.1	Clarify the boundaries of the project, or section of a larger project, in terms of purpose, budget, aim, product, outcome of project, and the timeline
		1.2	Identify limits of own and others' responsibility and reporting requirements
		1.3	Determine available resources
2	Develop a plan for the limited project or section of the larger project	2.1	Develop plan and confirm (as required): timeline, milestones, deliverables, and communication protocols
		2.2	Build the reporting requirements into the plan
		2.3	Clarify and confirm resource requirements and where resources can be obtained
		2.4	Specify timeline and confirm and what is to be achieved by each deadline
		2.5	Consult with team members and take their views into account when formulating plan
		2.6	Inform the team members and other interested personnel of the project, the deadlines and how it is to be organised
3	Administer and monitor project	3.1	Provide detailed information on roles and responsibilities to those involved in the project
		3.2	Clarify aim and confirm purpose, product, outcome of project for personnel involved
		3.3	Support those involved in the project to ensure that agreed outcomes are achieved
		3.4	Establish and maintain a file of all relevant documentation and correspondence
		3.5	Monitor progress toward deadlines and take appropriate action where necessary to ensure timely outcomes
		3.6	Complete reporting requirements as agreed
		3.7	Implement and monitor financial control plans
		3.8	Monitor human resources issues

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	3.9	Adjust plans and roles and responsibilities as required
	3.10	Finalise project within agreed timelines
4 Review project against plan	4.1	Review project in terms of: aim/purpose budget quality of outcome risk management meeting of deadlines
	4.2	Involve project team members in the evaluation
	4.3	Document success and factors influencing success to inform future project planning

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence guide

Underpinning knowledge and skills	Assessment must include evidence of essential knowledge of, and skills in, the following areas: planning budgeting time management ability to meet deadlines human resource skills communication skills project management processes and systems knowledge of the area of the project

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Linkages to other units	This unit has strong linkages to the following units and combined training delivery and/or assessment may be appropriate: CUEFIN2A Manage a budget CUSGEN03 Collaborate with colleagues in planning and producing a project
Critical aspects of evidence	This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variable statements, which apply to the chosen context. The following evidence is critical to the judgement of competence in this unit : application of the skills to a relevant project project management including the ability to meet deadlines, manage people and resources
Method and context of assessment	Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment. Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: case studies work samples or simulated workplace activities oral questioning/interview written or interactive computer based test or quiz projects/reports/logbooks third party reports and authenticated prior

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achievements

portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

Assessment requires access to relevant information about the types of projects listed in the range of variables statement.

Workplace based assessment should be based on management of relevant projects and other evidence relating to projects (reports, statistical data, and files on past projects and so on).

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.

Key competencies	Level
Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1

Range Statement

Range of variables

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Variable	Scope
Projects may include:	limited video/film productions and sections/department of larger video/film productions radio programs limited multimedia projects and sections of larger multimedia projects specialist services provided by contractors
Resources may include:	finance personnel equipment supplies
Team members /colleagues may include:	directors producer designers financial manager technical experts artists presenters other specialists
Evaluation may include review against:	aim/purpose budget quality of outcome risk management meeting of deadlines and others

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Unit Sector(s)

Not applicable.

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CUSADM04A Manage a major project

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to manage complex, large multiple or diverse projects within the cultural industries. This unit focuses on the high level skills needed to deal with operations involving large budgets, substantial numbers of staff and complex outcomes. For management of a smaller or more straightforward projects, see the unit **Manage a project**.

This unit describes the skills and knowledge required to manage complex, large multiple or diverse projects within the cultural industries. This unit focuses on the high level skills needed to deal with operations involving large budgets, substantial numbers of staff and complex outcomes. For management of a smaller or more straightforward projects, see the unit **Manage a project**.

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

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Element	Performance Criteria
1 Define the scope of the project	1.1 Clarify aim, purpose, product, outcome of project and the most up to date technology appropriate/available for that project
	1.2 Develop a project budget and confirm with relevant parties
	1.3 Determine and confirm a resources strategy for the project, including finance, personnel, equipment requirements
	1.4 Determine the levels of responsibility of those working on the project or managing sections of the project
	1.5 Communicate responsibilities clearly to all those involved
2 Develop overall project plan	2.1 Develop the project plan including timeline, schedules, deliverables and contribution from the sections of the project
	2.2 Develop a strategy for risk management, resource management including human resources and equipment, for the project as a whole and for all sections of the project
	2.3 Clarify and confirm resource requirements and where they can be obtained
	2.4 Specify and confirm timeline and what is to be achieved by each deadline
	2.5 Consult with team members and section managers and take their views into account when formulating plan
	2.6 Inform the managers of the sections of the project, the team members and other relevant personnel of the project plan, the deadlines and how the whole project is to be organised
3 Monitor all aspects of the project	3.1 Implement project plan
	3.2 Support all those involved in the project to ensure that project outcomes can be achieved.

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	3.3	Use sound interpersonal skills to build trust and cooperation with the project team
	3.4	Assess progress against milestones and take contingency action where and as required to ensure that project deadlines are met
	3.5	Adjust project plan in line with contingencies
	3.6	Establish and maintain a file of all relevant documentation and correspondence
	3.7	Monitor financial control systems and take necessary action to maintain costs as planned
	3.8	Provide reports to project team as required
	3.9	Provide feedback to those managing sections of the project
	3.10	Finalise project within the agreed timelines
4 Evaluate the whole project	4.1	Evaluate project in terms of how well the complete project satisfied the aim, purpose, and product
	4.2	Evaluate the quality of the outcome/product
	4.3	Include the project team members in the review process
	4.4	Review the project plan
	4.5	Share information from the project evaluation with appropriate colleagues and incorporated into future project planning and management

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence guide

Underpinning knowledge and skills	Assessment must include evidence of

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essential knowledge of, and skills in, the following areas:

planning

budgeting

time management

ability to meet deadlines

human resource management skills

communication skills

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment may be appropriate:

CUEFIN01A Develop a budget

CUEFIN02A Manage a budget

BSXFMI404A Participate in, lead and facilitate a team

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry. For generic pre-vocational training, organisations should provide training, which is tailored to meet the needs of the particular industry. It is intended that participants will gain a breadth of industry knowledge, encompassing the full range of industry contexts, with no bias towards individual industry specialisations.

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

successful management of a project and

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meeting the project deadlines

the ability to develop and manage a budget

people management skills

good communication skills

strategic planning skills

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

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

case studies

work samples or simulated workplace activities

oral questioning/interview

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

Assessment requires access to relevant information (reports, statistical data, files on past projects and so on) about the types of projects listed in the range of variables statement. Access to a computer and appropriate software would be useful

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.

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Key competencies	Level
Collecting, organising and analysing information	2
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2

Range Statement

Range of variables

Variable	Scope
Projects may include:	video/film productions radio productions, drama documentaries multimedia projects supply of specialist services for the above activities, for example construction of facilities
Resources may include:	finance personnel equipment supplies
Progress and control of resources may be tracked:	using appropriate software manually

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Team members /colleagues may include:	directors designers financial manager department heads managers of specialist sections artists presenters contractors
Evaluation may include review against:	aim/purpose budget quality of outcome risk management meeting of deadlines legal and regulatory requirements

Unit Sector(s)

Not applicable.

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CUSADM05A Develop and implement a business/strategic plan

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to develop a strategic plan and to monitor and manage its implementation. It may be applied to a small independent operation or to a section of a large organisation.

This unit describes the skills and knowledge required to develop a strategic plan and to monitor and manage its implementation. It may be applied to a small independent operation or to a section of a large organisation.

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

Element	Performance Criteria
1 Prepare strategic plan	1.1 Prepare a strategic plan using recognised business

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			planning techniques to include consideration of the appropriate inputs and constraints
		1.2	Prepare the strategic/business plan after consultation with all appropriate personnel and other stakeholders so that all perspectives are taken into account in the development of the plan
2	Implement the business plan	2.1	Communicate the objectives and content of the plan in a timely manner to appropriate personnel in a manner which facilitates a: clear understanding of the plan and its role clear understanding of objectives, activities and individual responsibilities
		2.2	Use appropriate communication and leadership techniques in the management of the business plan to encourage: a team approach towards the achievement of objectives commitment to the achievement of targets commitment to the implementation of the plan
		2.3	Encourage all personnel to provide ongoing input into the strategic plan
		2.4	Implement actions detailed in the plan in a cost efficient manner according to schedule and contingencies
3	Monitor the business plan	3.1	Review strategic plan regularly and re-work in the light of changing circumstances
		3.2	Monitor activities using the evaluation methods detailed in the plan on an ongoing basis to take account of the following factors: progress towards objectives evaluation of individual activities the need for changes to the plan
		3.3	Implement agreed changes to plans promptly in the context of the following: the need for effective communication to personnel regarding the reasons for change

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the need for re-scheduling of action plans

the need for timely provision of appropriate information regarding changes to affected personnel

3.4 Establish and maintain a file of all relevant documentation and correspondence

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence guide

Underpinning knowledge and skills	Assessment must include evidence of essential knowledge of, and skills in, the following areas: in depth knowledge of business planning techniques broad legal and business liability issues as appropriate to the industry context economic issues industry knowledge including current trends, structures and government policies internal and external business environments as appropriate to the industry context communication and leadership skills research skills
Linkages to other units	This unit relates to planning and combined assessment/training may be appropriate with a wide range of other business administration units. These units should be selected according to the needs of the specific sector and workplace. The following units may be appropriate for combined training delivery and/or assessment:

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CUEFIN1A Develop a budget

CUSADM09A Address legal and administrative

requirements

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. For generic prevocational training, organisations should provide training that considers the full range of industry contexts with no bias towards individual sectors. The range of variables will assist in this regard. For sector specific delivery, training should be tailored to meet the needs of that sector.

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

ability to conduct negotiations within the contest of the cultural industries

knowledge and understanding of the current environment in which cultural industry businesses and projects operate, and the major industry issues of relevance to the particular sector

ability to develop and implement a strategic/business plan within a specific industry sector

the ability to apply knowledge to a specific industry context

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to

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the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

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

case studies

work samples or simulated workplace activities

oral questioning/interview

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

Assessment requires access to relevant information (reports, statistical data, files on past projects and so on) about the types of projects listed in the range of variables statement.

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.

Key competencies	Level
Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3

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Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2

Range Statement

Range of variables

Variable	Scope
A strategic/business plan may be for:	a new or existing small business an artistic or creative project a division or department of a large organisation a new product development initiative
Factors to be considered in the development of the plan may include:	mission statement business objectives current and potential project or product industry environment external business environment market analysis marketing strategy operational strategy management and organisational structure labour requirements and skills financial plan and projections action plan and schedule evaluation techniques industry ethics

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	liability and legal issues environmental considerations quality management
Resources may include:	personnel equipment and technology services supplies advisers
Financial control information may include:	income and expenditure statements cash flow reports contracts
Colleagues may include:	multimedia professionals film/TV professionals industry organisations educators directors designers information professionals (libraries/museums) Information Technology personnel content experts
Factors will include:	availability of resources finance capability of employees specialist input needed

Unit Sector(s)

Not applicable.

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CUSADM06A Develop and implement an operational plan

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to support the operational planning process. It may be applied to a small independent operation or to a section of a large organisation.

This unit describes the skills and knowledge required to support the operational planning process. It may be applied to a small independent operation or to a section of a large organisation.

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

Element	Performance Criteria

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1	Develop operational plans	1.1	In collaboration with relevant personnel develop plans and strategies based on workplace or project needs and strategic and business goals to achieve identified operational outcomes
		1.2	Develop scope and objectives based on: overall goals feedback from individuals monitoring of workplace operations
		1.3	Identify and analyse internal and external factors which may impact on the plan to ensure the achievement of planned and agreed outcomes
		1.4	Consult appropriate colleagues during the development of the plan to confirm and/or adjust details of the plan as required
		1.5	Develop resource strategies to support planned operational processes and outcomes
		1.6	Develop administrative framework and systems to ensure planned operational outcomes
		1.7	Identify and communicate priorities, responsibilities and timelines to those who will implement the plan
		1.8	Develop evaluation systems in consultation with appropriate colleagues to monitor and adjust operational outcomes
		1.9	Develop an internal and external communications strategy to keep all stakeholders informed
2	Administer and monitor operational plans	2.1	Implement and monitor operation of plan
		2.2	Provide support and assistance to colleagues involved in implementing the plan and deal with contingencies as required
		2.3	Comply with reporting requirements
		2.4	Implement and monitor financial control systems
		2.5	Establish and maintain a file of all relevant documentation and correspondence

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	2.6	Obtain additional resources in accordance with agreed policy
3 Conduct ongoing evaluation	3.1	Use agreed evaluation methods to assess effectiveness in the workplace
	3.2	Involve all appropriate colleagues in evaluation
	3.3	Identify problems and make appropriate adjustments
	3.4	Incorporate results of evaluation into ongoing planning and operational management

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence guide

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

planning techniques

problem solving and decision making in specific relationship to development and implementation of operational plans

research skills in relation to a broad range of information from multiple sources and related to a broad range of issues

current internal and external environments impacting on the activity

legal issues which impact on enterprise operations as appropriate to industry sector

Linkages to other units

This unit relates to planning and combined assessment/training may be appropriate with a wide range of other business administration units. These units should be selected

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according to the needs of the specific sector and workplace. The following units may be appropriate for combined training delivery and/or assessment:

BSXFMI404A Participate in, lead and facilitate a team

CUEFIN1A Manage a budget

Critical aspects of evidence

Care should be taken in developing training to meet the requirements of this unit. For generic prevocational training, organisations should provide training that considers the full range of industry contexts with no basis towards individual sectors. The range of variables will assist in this regard. For sector specific delivery, training should be tailored to meet the needs of that sector.

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

ability to develop a realistic plan that relates to the film, television, radio or multimedia context. The plan should identify current and relevant industry issues and clearly identify an implementation program

ability to apply an integrated approach to operational issues

legal issues which affect general operations within the sector

current industry issues which affect general operations within the sector

specific implementation and monitoring issues which may affect the plan

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of

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methods to assess performance and the application of essential underpinning knowledge, and might include:

case studies

work samples or simulated workplace activities

oral questioning/interview

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

Resource requirements

Assessment requires access to relevant information about the project or organisation listed in the range of variable statement.

Workplace based assessment should be based on a particular workplace or project and relevant policies and data for that workplace.

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.

Key competencies	Level
Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3

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Using mathematical ideas and techniques	1
Using technology	2

Range Statement

Range of variables

Variable	Scope
Operational plans will be quite broad in nature and may include plans for:	a department within a large organisation a small business a specific project
Factors will include:	availability of resources finance capability of employees specialist input needed
Colleagues may include:	producer directors designers financial manager department heads managers of specialist sections artists presenters
Resources may include:	personnel equipment and technology services supplies sources for accessing specialist advice

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Financial control information may include:	income and expenditure statements cash flow reports contracts

Unit Sector(s)

Not applicable.

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CUSADM08A Address copyright requirements

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to protect creative work and performance from unauthorised use.

This unit describes the skills and knowledge required to protect creative work and performance from unauthorised use.

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

Element	Performance Criteria
1 Identify copyright issues for the protection and exploitation of products	1.1 Apply knowledge of Copyright Act to products in terms of: protection against unauthorised use on own and

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			other's works commercial exploitation of own work under copyright intellectual property and licensing legislation
		1.2	Seek advice, as required, to ensure that copyright issues are fully addressed in terms of own rights and the rights of others
2	Ensure that copyright protection on creative works or performance is adequate locally and internationally	2.1	Undertake all procedures necessary to ensure that created material are protected at local and international levels against illegal or unauthorised reproduction of work, or parts of work: in printed or recorded media in live performance in television, cable transmission or online media in any media for advertising or screen for other purposes
		2.2	Undertake all procedures necessary to ensure that work is protected at local and international level against adaptations of work whether printed, live or in any electronic media
		2.3	Undertake research and/or obtain reliable legal advice where necessary to ensure that artists'/copyright owners' rights are protected
3	Assign copyright of creative works or performers	3.1	Undertake strategic planning of negotiated deals for works/performances with an understanding of the difference between assignment of copyright and licensing
		3.2	Assign copyright for composers and/or performers only where artists are aware of all implications
		3.3	Confirm and agree with all relevant parties the degree to which artists and publisher may control the use and exploitation of work under assignment of copyright
		3.4	Ensure that the terms of assignments of copyright are written accurately into a formal contract that is available for legal advice where required, and understood and signed by all relevant parties
4	License rights to creative	4.1	Confirm and agree to the territories in which the

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	works or performance		licensing rights may be exercised with all relevant parties
		4.2	Confirm and agree to the timeframe of the license with all relevant parties
		4.3	Confirm and agreed to the terms of exploitation of the work/license with all relevant parties
		4.4	Ensure that creative control of the work, including to what extent and how it may be recast, is confirmed and agreed by all relevant parties
		4.5	Ensure that fees are negotiated whether outright fee, royalty, or a combination of both, relevant to the context of the deal
		4.6	Ensure that responsibility for enforcement of the copyrights against infringement are confirmed and agreed
		4.7	Ensure that all terms relating to the licensing deal are written accurately, confirmed and signed by all relevant parties
5	Comply with conditions of copyright agreement	5.1	Maintain documents relevant to the copyright agreement in a secure and accessible form allowing for retrieval where required
		5.2	Undertake all responsibilities to ensure compliance with the conditions of the copyright agreement as and when required

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence guide

Underpinning knowledge and skills	Assessment must include evidence of the following knowledge and skills: copyright legislation, awareness of the Copyright Act

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the difference between performing, mechanical and synchronisation rights

the difference between copyright for composition, a sound recording and a published edition

the conditions necessary for copyright to exist in composition and in sound recordings

procedures which need to be undertaken to show proof of ownership of composed work

the difference between assignment and licensing of copyright

the function of organisations such as the:

Australian Performing Rights Association

Australian Copyright Council

Australasian Mechanical Copyright Owners Society Ltd

Australian Copyright Council

Phonographic Performance Company of Australia

Audio-Visual Copyright Society

Copyright Agency Ltd

and international copyright and collection societies

communicating to achieve consensus

communicating to achieve agreed outcomes

understanding of the needs of all relevant parties

understanding of the rights of all relevant parties

awareness of copyright conventions in relation to:

intellectual property (using, producing and protecting)

publishing

new technology

music

lyrics

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text

visual materials

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

CUSADM09A Address legal and administrative

requirements

CUSGEN04A Participate in negotiations

Critical aspects of evidence

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

ability to research directly and/or seek appropriate assistance as required to manage copyright

understanding of the role of organisations relevant to copyright legislation and business

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

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

case studies and scenarios as a basis for discussion of copyright issues

work samples or simulated workplace activities

simulation of problem solving exercises

oral questioning on issues in copyright

projects/reports/logbooks

third party reports and authenticated prior achievements

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	authenticated samples of relevant work in managing copyright portfolios of evidence Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit. Assessment should ensure that a sufficient range of tasks is covered.
Resource requirements	This unit requires access to the sources of information needed to manage copyright including the Copyright Act and a range of case studies. There is no specialist equipment required.

Key competencies	Level
Collecting, organising and analysing information	3
Communicating ideas and information	2
Planning and organising activities	1
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

Range Statement

Range of variables

Variable	Scope
Relevant parties may include:	artists

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	industry or artists' managers agents legal representatives
Copyright may be fixed to:	music presented in any media or format artwork photographs flyers record covers original materials performances scripts film scores
Copyright may involve:	ownership of materials term of license or assignment length of control period after expiration of term exploited reversion triggers non exploited reversion triggers
Term involves:	the period during which the material may be exploited
Territory involves:	areas in which the licensing rights can or cannot be exercised
License may apply to the use of work for:	performance film/video multimedia advertising broadcast

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Creative control involves:	ways in which the work is exploited selection of material selection of producers right of approval of sub-licensing or assignments

Unit Sector(s)

Not applicable.

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CUSADM09A Address legal and administrative requirements

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to ensure that the business or project complies with the relevant legislative and regulatory requirements. It covers the skills needed by those setting up and managing the legal and administrative aspects of businesses, and projects a cultural industry context.

This unit describes the skills and knowledge required to ensure that the business or project complies with the relevant legislative and regulatory requirements. It covers the skills needed by those setting up and managing the legal and administrative aspects of businesses, and projects a cultural industry context.

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

Element	Performance Criteria

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1	Establish legal structures for businesses or projects	1.1	Examine the legal options for setting up a business or project to determine the most suitable structure, taking into account: preference of interested parties requirements of funding bodies structure of the industry subsequent ownership transfer considerations
		1.2	Investigate legal rights and responsibilities of the business/project to ensure they are understood and the business/project is adequately protected
		1.3	Establish and maintain a file of all relevant documentation and correspondence
2	Comply with statutory and regulatory requirements	2.1	Ascertain the statutory and regulatory requirements affecting the way the business operates and take appropriate steps to ensure adequate cover and full compliance
		2.2	Identify the insurance requirements fully to ensure cover and minimise risk
		2.3	If required, secure registration of the business in accordance with owner/operator preferences and legal requirements
		2.4	Investigate any specific legal questions of particular relevance to the industry
		2.5	Maintain legal documents accurately and securely, keep relevant records and update to ensure their ongoing security and accessibility
3	Establish rights to materials, products/services	3.1	Seek information on any procurement rights needed to ensure that the implications are fully understood
		3.2	Explore conditions applying to materials, products and services fully to ensure compliance with legal and contractual requirements
		3.3	Identify fully the cost of procurement rights to materials, products and services and include in ongoing financial planning
		3.4	Explore fully the rights and responsibilities

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		applying to use of products, materials and services to ensure accurate information is communicated to customers
	3.5	Seek legal advice on contractual rights and obligations as required, to clarify liabilities
4 Secure rights to materials/products/ services	4.1	Assess materials, products and services to determine procurement rights
	4.2	Ensure that contractual procurement rights are secured

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence guide

Underpinning knowledge and skills	Assessment must include evidence of essential knowledge of, and skills in, the following areas: knowledge of the relevant industry sector knowledge of the legal issues that affect negotiations and contracts in the relevant industry sector negotiation skills, including the skills to conduct negotiations of significant commercial value knowledge of the statutory and regulatory requirements
Linkages to other units	This unit underpins effective performance in a range of other business administration units. Depending upon the industry sector and workplace combined assessment and training may be appropriate. Examples include but are not limited to: CUEFIN1A Develop a budget

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CUEFIN2A Manage a budget

CUSADM03A Manage a project

CUSADM05A Develop and implement a business/strategic plan

CUSADM10A Establish and manage contracts

Critical aspects of evidence

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

understanding the range of legislative and administrative issues affecting the industry sector in which the person is employed

the ability to apply the knowledge to the context in which the project or business is operating and ensure compliance

the ability to communicate information accurately to relevant individuals and groups

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

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

case studies

work samples or simulated workplace activities

oral questioning/interview

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence

Assessment must take place over a period of

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	time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.
Resource requirements	Access to the sources of information needed to deal with legal issues relating to the music, television, radio and multimedia industry sectors is required. There is no specialist equipment required but access to a computer and appropriate software would be useful.

Key competencies	Level
Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	1
Using mathematical ideas and techniques	3
Using technology	1

Range Statement

Range of variables

Variable	Scope
Statutory and regulatory requirements may include:	All relevant commonwealth and state or territory statutory and regulatory requirements, for example: occupational health and safety

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	copyright equal employment opportunity distribution of film, television and multimedia, music, radio/broadcast products libel, defamation company and tax legislation employment conditions and relevant awards and others music licensing
Interested parties may be:	enterprises individuals professional organisations finance institutions special public funding programs existing sponsors boards of directors, councils or other governing bodies government agencies investors joint partners (including limited life partners) friends' organisations community bodies audiences
Materials, products and services may be:	film rights documents and texts scripts provision of special services or expertise music recording rights distribution rights insurance

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supplies and equipment

images

broadcast rights

Unit Sector(s)

Not applicable.

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CUSGEN02B Work in a culturally diverse environment

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge to work successfully in an environment with people from diverse social and cultural backgrounds.

This unit describes the skills and knowledge to work successfully in an environment with people from diverse social and cultural backgrounds

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

Element	Performance Criteria
1 Communicate with individuals from diverse backgrounds	1.1 Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity

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		1.2	Communicate and cooperate effectively with individuals from different backgrounds in workplace activities
		1.3	Where language barriers exist, make an effort to communicate using gestures, simple words and other appropriate methods
		1.4	Take account of different traditions and ways of communicating in responding to workplace situations
		1.5	Value and recognise as an asset the ability of team members to speak a language other than English and/or their experience of living in other regions or cultures
2	Deal with cross cultural misunderstandings	2.1	Identify issues which may cause conflict or misunderstanding in the workplace
		2.2	Address difficulties with the appropriate people and seek assistance from team leaders or others where required
		2.3	Consider possible cultural differences when difficulties or misunderstandings occur
		2.4	Make efforts to resolve misunderstandings, taking account of cultural considerations
		2.5	Refer issues and problems to the appropriate team leader/supervisor for follow-up

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

principles that underpin cultural awareness and relevance to individual behaviour in the workplace

general characteristics of the different cultural groups in Australian society

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cultures of Australia's indigenous and non-indigenous peoples and relevant cultural protocols (overview knowledge only)

principles and techniques for resolution of cross-cultural communication difficulties

principles of Equal Employment Opportunity (EEO) and anti-discrimination legislation as they apply to individual employees.

Linkages to other units

This unit has linkages to a range of other communication units, and combined assessment and/or training with those units may be appropriate, for example:

CUECOR02B - Work with others

Critical aspects of evidence

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

ability to identify and respond to the cultural context of a given workplace

the ability to apply knowledge of different cultures and cultural characteristics appropriately in communication with individuals from a range of backgrounds.

Method and context of assessment

The assessment context must provide for:

project or work activities that allow the candidate to demonstrate knowledge and awareness of diversity issues in the workplace.

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

direct observation of the candidate interacting with people from diverse backgrounds

case studies or projects to consider particular conflict situations arising from diversity and to suggest means of dealing with them

oral or written questioning to assess knowledge of communication and problem solving techniques with particular reference to diversity issues

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).

Resource requirements

There are no particular resource requirements for assessment of this unit.

Key competencies in this unit

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Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (1)

Identifying different cultural beliefs and values.

Communicating ideas and information (1)

Explaining how to do something to a colleague or customer from another language or cultural background.

Planning and organising activities (1)

Considering ways to deal with cultural conflicts or problems, or to improve workplace communication.

Working with others and in teams (1)

Working co-operatively with other members of the work team, including those from diverse backgrounds.

Using mathematical ideas and techniques N/A

Not Applicable

Solving problems (1)

Dealing with problems such as communication breakdowns and misunderstandings.

Using technology N/A

Not Applicable

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

principles that underpin cultural awareness and relevance to individual behaviour in the workplace

general characteristics of the different cultural groups in Australian society

cultures of Australia's indigenous and non-indigenous peoples and relevant cultural protocols (overview knowledge only)

principles and techniques for resolution of cross-cultural communication difficulties

principles of Equal Employment Opportunity (EEO) and anti-discrimination legislation as they apply to individual employees.

Linkages to other units

This unit has linkages to a range of other communication units, and combined assessment and/or training with those units may be appropriate, for example:

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CUECOR02B - Work with others

Critical aspects of evidence

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

ability to identify and respond to the cultural context of a given workplace

the ability to apply knowledge of different cultures and cultural characteristics appropriately in communication with individuals from a range of backgrounds.

Method and context of assessment

The assessment context must provide for:

project or work activities that allow the candidate to demonstrate knowledge and awareness of diversity issues in the workplace.

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

direct observation of the candidate interacting with people from diverse backgrounds

case studies or projects to consider particular conflict situations arising from diversity and to suggest means of dealing with them

oral or written questioning to assess knowledge of communication and problem solving techniques with particular reference to diversity issues

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).

Resource requirements

There are no particular resource requirements for assessment of this unit.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (1)

Identifying different cultural beliefs and values.

Communicating ideas and information (1)

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Explaining how to do something to a colleague or customer from another language or cultural background.

Planning and organising activities (1)

Considering ways to deal with cultural conflicts or problems, or to improve workplace communication.

Working with others and in teams (1)

Working co-operatively with other members of the work team, including those from diverse backgrounds.

Using mathematical ideas and techniques N/A

Not Applicable

Solving problems (1)

Dealing with problems such as communication breakdowns and misunderstandings.

Using technology N/A

Not Applicable

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Differences of background and culture may relate to:

race/ethnic origin

language

special needs

family structure

gender

age

sexual preference.

Possible cultural differences may include those relating to:

appropriate ways of greeting and parting

levels of formality

work ethics

family obligations

customs

social values

dress and grooming

non-verbal behaviour, understandings and interpretations

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observance of special religious, feast or other celebratory days

product preferences.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Differences of background and culture may relate to:

race/ethnic origin

language

special needs

family structure

gender

age

sexual preference.

Possible cultural differences may include those relating to:

appropriate ways of greeting and parting

levels of formality

work ethics

family obligations

customs

social values

dress and grooming

non-verbal behaviour, understandings and interpretations

observance of special religious, feast or other celebratory days

product preferences.

Unit Sector(s)

Not applicable.

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CUVADM05B Plan and develop information management systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and implement information management systems within an organisation. This role would generally be undertaken by administrators and managers. The unit is generic in nature and may be applied in a range of industry contexts.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

This unit has linkages to a range of other general management and administration units, and combined assessment and/or training with those units may be appropriate, e.g.:

- CUVADM01B Develop and implement arts administration systems and procedures.

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Determine information management requirements**.	1.1 Establish broad ***information management requirements*** based on organisational vision, objectives and current priorities. 1.2 Clarify the ***purposes for which information is required*** in consultation with relevant colleagues. 1.3 Correctly identify the nature and ***sources of the information*** required to meet the purpose.
2 **Develop an information management plan**.	2.1 Identify appropriate ***methods*** of collecting, ***analysing*** and disseminating relevant information consistent with the purpose of the information. 2.2 Establish a schedule for the collection, analysis and ***dissemination*** of relevant information. 2.3 Plan ***appropriate systems*** for the management of information, including allocation of responsibilities and resources. 2.4 Consult with relevant colleagues in relation to information management planning.
3 **Implement**	3.1 Provide appropriate advance information on

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ELEMENT	PERFORMANCE CRITERIA
information management systems.	new systems to colleagues. 3.2 Introduce information management systems and procedures to the workplace in a manner that causes minimum disruption to colleagues. 3.3 Ensure adequate resourcing of new systems/procedures in consultation with colleagues. 3.4 Provide training and support to colleagues as required.
4 **Review and update information management plan**.	4.1 Establish methods for periodic review of information management needs. 4.2 Conduct ***review*** of information management according to the agreed methods. 4.3 Adjust information management plan and system to respond to changing and emerging information management needs.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- links between information management systems and the overall vision and objectives of the organisation
- information management principles and practices as relevant to the industry context.

Required knowledge:

- information management systems available as relevant to the industry context, including current technology and broad costs
- planning techniques and processes in relation to information management
- copyright, moral rights and intellectual property legislation and regulations in relation to how this impacts on information management.

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Required Skills and knowledge

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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

- development of an information management plan which supports the vision, objectives and current direction of an organisation
- knowledge of information management principles, practices and systems as they apply to the specific industry context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development and implementation of an information management system for a specific industry purpose/context/organisation
- interaction with others to reflect the consultation aspects of this unit
- assessment over a period of time to reflect the ongoing implementation and monitoring aspects of the unit.

Method of assessment

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

- review of an information management plan developed by the candidate
- evaluation of a report prepared by the candidate detailing the ways in which an information management systems was developed and

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EVIDENCE GUIDE

implemented
- case studies to assess ability to develop management systems for specific industry contexts
- questions and discussion about the information management plan
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment of this unit requires access to the materials resources and equipment needed to plan and develop the system for information management and includes access to information technology.

Range Statement

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.

Information management requirements may relate to any aspect of an organisation's operation and management, e.g.:
- administration
- customer service
- finance
- human resources
- marketing.

The purpose for which information is required may relate to:
- internal or external communication issues
- operational efficiency
- planning, e.g. financial, marketing.

Sources of information may include:
- funding bodies and sponsors
- Internet

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RANGE STATEMENT

- media
- potential users
- references and texts
- staff
- visitors and patrons
- volunteers.

Methods of collecting information may include:

- counting systems
- literature searches
- registrations
- surveys and questionnaires.

Analysing data may include:

- patterns of performance, attendance
- qualitative measures, e.g. satisfaction, attitudes, intensions
- trends in sales, attendance, aesthetic preferences.

Dissemination of information may include:

- posters, leaflets, pamphlets, catalogues
- presentations, public speaking, media engagement
- reports, newsletters
- slides, video, CDs.

Appropriate systems for information management may include:

- administrative procedures
- computer data bases
- library
- record keeping systems
- registers
- surveys and questionnaire regimes.

Review methods may include:

- discussion forums with identified stakeholders
- formal feedback by questionnaire/survey
- interviews
- invitations for feedback
- technical reviews.

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Unit Sector(s)

Not Applicable

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CUVADM08B Develop and manage public relations strategies

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and implement a plan for public relations activities within an organisation. It focuses on the skills and knowledge required by managers, owners/managers of small businesses and marketing personnel. As such the unit does not reflect the depth and breadth of skills required by specialist public relations professionals.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a range of other management and marketing units and combined assessment and/or training with those units may be appropriate.

Employability Skills Information

Employability skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Generate organisational identity consistent with organisation's vision**.	1.1 Collect and analyse ***internal and external information*** which informs the development of a ***public relations*** strategy. 1.2 Review the organisation's core activities, business values and current business direction to identify potential ***images and messages***. 1.3 Identify and consult with ***key stakeholders*** in relation to public relations issues.
2 **Prepare public relations plan or strategy**.	2.1 Identify relevant ***target groups*** for public relations activities. 2.2 Identify and select strategies which enhance and promote the organisation's identity to the target groups. 2.3 Identify and plan for the range of ***potential situations*** and reactions to which the organisation may need to respond. 2.4 Incorporate ***legal and ethical considerations*** into the planning process. 2.5 Provide timely opportunities for colleagues to contribute to public relations planning. 2.6 Submit public relations plan for approval where appropriate in accordance with organisational policy.

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ELEMENT	PERFORMANCE CRITERIA
3 **Manage the implementation of the public relations plan**.	3.1 Define and communicate clearly all priorities, responsibilities, timelines and budgets, involving appropriate colleagues. 3.2 Implement and monitor actions detailed in the plan according to schedule and contingencies. 3.3 Produce public relations reports in accordance with enterprise policy. 3.4 Share public relations information with colleagues to maintain awareness of current organisation direction and priorities.
4 **Evaluate and review the public relations plan**.	4.1 Establish appropriate mechanisms to obtain ***feedback*** about public relations ***activities and strategies***. 4.2 Evaluate public relations activities using agreed methods and benchmarks. 4.3 Make adjustments in accordance with feedback and evaluation. 4.4 Communicate and implement agreed changes.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- research and analytical skills to analyse internal and external environments.

Required knowledge:

- the public relations context for the organisation, including knowledge of the ways in which similar organisations generate and promote their identity
- ways in which public relations links to other aspects of marketing and management
- the structure and function of a range of print and electronic media
- planning techniques and formats in relation to public relations
- formats, features and uses of different public relations resources, e.g. media

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Required Skills and knowledge

releases, journalist familiarisations, press kits

- legal issues that impact on public relations, e.g. Trade Practices.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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

- development and implementation of a public relations plan for a specific organisation or area of an organisation
- detailed knowledge of public relations protocols, resources and activities as relevant to the industry sector.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development and implementation of a public relations plans for an organisation/area of an organisation
- interaction and collaboration with others to reflect consultation and communication skills within this unit
- assessment conducted over a period of time to reflect the ongoing implementation and monitoring aspects of the unit.

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 a public relations plan developed by

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the candidate

- role play or simulation and practical activities for consultation, staff training, media interaction and presentations
- development and analysis of case studies
- written/verbal reports on public relations plan, negotiation, promotion
- hypothetical or problem solving scenarios
- questioning and discussion about case studies, plans, strategies
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment of this unit requires access to the materials resources and equipment needed to research public relations campaigns and media opportunities.

Professional Practice

Range Statement

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.

Internal and external information which informs the public relations strategy may include information relating to:

- business plans
- community activities
- competitor organisations
- current market conditions
- current trends/developments in the relevant industry context
- financial plans
- government activities
- legal environment

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RANGE STATEMENT

- marketing plans.

Public relations plans and strategies may be for:

- a department
- a program of events
- a single event
- a specific product or service
- an organisation.

Images and messages may include:

- nature of products and services, e.g. performances, exhibitions, sale
- operational style, e.g. efficiency, probity, ethical, fair, responsive
- relationship to public, e.g. leading edge, responsive
- service provision, e.g. hours of operation, range of facilities, services, access
- stylistic direction, e.g. innovative, contemporary, classical, folk, indigenous, international
- track record of organisation
- visual identity, e.g. logo, signage, public appearance, colour.

Key stakeholders may include:

- funders, sponsors
- patrons, visitors
- promoters
- representatives from boards and committees associated with organisation
- staff.

Target groups may include:

- event organisers
- media representatives, e.g. journalists, editors, producers, directors
- patrons, sponsors, funders
- promoters
- staff, volunteers
- suppliers, vendors, related businesses
- visitors, audiences.

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RANGE STATEMENT

Potential situations may include:	• capitalising on favourable publicity • minimising the impact of any unfavourable press • responding to unforeseen operational issues, e.g. accidents, shortages • unprecedented or overwhelming support/attendance.
Legal and ethical considerations may relate to:	• codes of practice • cultural expectations and influences • legislation • social responsibilities.
Feedback mechanisms may include:	• consultation with colleagues • direct questioning • formal/written feedback • measurements of level of support, e.g. attendance, sponsorship, patronage • media monitoring.
Strategies and activities may relate to:	• direct advertising • gifts • logos • media materials, e.g. press releases, articles, reviews • membership and loyalty programs • planned activities, e.g. launches, openings, guest appearances, charitable support, cocktail parties • signage, banners • sponsorship.

Unit Sector(s)

Not Applicable

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CUVADM12B Work with arts professionals in an arts organisation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to communicate effectively with a range of arts professionals in the context of an arts organisation. It describes the role of the arts administrator or manager in working with a broad range of arts professionals. As such the unit builds on unit CUVADM11B Work within an arts organisation context. It involves an understanding of the work context of arts professionals and an understanding of the need for information by the arts professionals. This work is carried out under limited supervision.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit underpins work performance across the cultural industries and therefore has linkages to many other units within several cultural industries Training Packages, e.g.:

- Visual Arts Craft and Design
- Entertainment
- Music
- Film, TV, Radio and Multimedia.

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It is also recommended that this unit be assessed with or after the following unit:

- CUVADM11B Work within an arts organisation context.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Determine communication requirements**.	1.1 Identify those ***arts professionals*** with whom communication is required for a given context. 1.2 Identify relevant ***information*** needs for interaction with arts professionals from perspectives of both parties.
2 **Exchange information with arts professionals**.	2.1 Organise ***mutually convenient interactions*** with arts professionals. 2.2 Communicate purpose and ***expected outcomes*** of the interaction with the arts professional. 2.3 Present information in formats appropriate to the context and within required timeframes.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Seek information from arts professionals to meet identified needs within required timeframes.
3 **Establish and maintain professional relationships**.	3.1 ***Establish relationships*** within the appropriate cultural context in a manner that promotes goodwill and trust between the organisation and arts professionals. 3.2 Build trust and respect in business relationships through use of effective communication skills and techniques. 3.3 Identify and take up ***opportunities to maintain regular contact*** with arts professionals. 3.4 Pro-actively seek, review and act upon information needed to maintain sound business relationships. 3.5 Honour agreements within the scope of individual responsibility. 3.6 Nurture relationships through regular contact and use of effective interpersonal and communication styles.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- communication and negotiation skills in relation to the communication required between arts organisations and arts professionals.

Required knowledge:

- different types of arts professionals and their relevance to arts organisations
- work contexts for different types of arts professionals as relevant to a particular arts industry sector

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Required Skills and knowledge

- typical communication requirements between arts organisations and arts professionals in a given context.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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

- development of a communication strategy with a range of arts professionals for a specific purpose which involves both receiving and disseminating information
- effective interpersonal and communication skills.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of an approach to communicating with arts professionals for a specific industry context
- interaction with others to reflect the communication and interpersonal aspects of the unit.

Method of assessment

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

- oral or written questioning to assess knowledge of a specific arts context
- review of reports prepared by the candidate about communication approach taken for a specific project

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- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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

Assessment of this unit requires access to specific information relating to arts organisations, and arts professionals.

Range Statement

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.

Work contexts of ***arts professionals*** may include:

- collectives/co-operatives
- community based/Indigenous organisations
- galleries, museums
- government departments
- not-for-profit and/or government funded arts organisations
- studio/media based practices
- theatres, performance spaces.

Information needs may relate to:

- competitions
- conceptual vision of the organisation and its impact on services provided
- events, e.g. lectures, talks

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RANGE STATEMENT

- funding applications/allocations
- information about audiences
- information about marketing strategies
- information about specific arts professionals, their practices and historical contexts
- information abut the context of the arts organisation
- loaning or borrowing of work
- marketing activities
- organisational and administrative practices
- publications
- record and document requirements, e.g. consignment notes, financial statements
- space usage
- techniques, methods and practices
- tendering processes
- timetabling and schedules.

Mutually convenient interaction may include:

- appointment
- formal, informal
- meeting
- museum/gallery/theatre/institutional visits
- rescheduling or moving to a more convenient space
- studio visits
- written, verbal.

Expected outcomes may relate to:

- arrangements for acquisition of work and associated documentation
- contracts
- decision not to proceed
- decision to proceed at a later date
- decision to proceed with that arts professional's work
- financial accountability
- financial arrangements, payments,
- identification of other arts professionals to approach
- identification of other networking opportunity
- invitation to meet again at a future time, when closer match between arts professional and arts

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RANGE STATEMENT

	organisation may be possible • marketing, promotion and public relations • referral of arts professional elsewhere.
Establishing relationships may involve:	• approaching selected arts professionals • organising interviews, meetings or other gatherings • responding to unsolicited approaches • telephone, newsletters publications, Internet, networking events.
Opportunities to maintain regular contact with arts professionals may include:	• attendance at industry events • meetings • regular face-to-face or other communication • seminars.

Unit Sector(s)

Not Applicable

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CUVADM13B Research and critique cultural work(s)

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and critique cultural work(s). The unit includes the ability to research cultural work(s) and information related to the work(s) and to reflect on and present a critique in a selected context in either a spoken or written mode. Informed research and critical analysis skills rather than written or spoken skills are the focus of the unit.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a range of other units and depending on the context, combined assessment and or training with those units may be appropriate, e.g.:

- CUVCOR13B Research and critically analyse history and theory to inform artistic practice
- CUSRAD02A Conduct research
- CULMS617A Undertake research.

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Research context of cultural work(s)**.	1.1 Identify relevant sources of information on cultural work(s). 1.2 Identify and explore ***potential new and alternative sources*** which are relevant to the work(s). 1.3 Use ***formal and informal research techniques*** appropriately to access information. 1.4 Organise research materials and findings for current and future use.
2 **Link research to cultural work(s)**.	2.1 Critically ***evaluate*** work(s) and information related to the work(s). 2.2 Assess ways in which different aspects of history, theory and ***other influences*** are applied, adapted or challenged within the cultural work(s). 2.3 ***Develop substantiated position***(s) to inform critical analysis of work(s).
3 **Present critique**.	3.1 Produce ***written or spoken texts*** on cultural works in appropriate genre to meet

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ELEMENT	PERFORMANCE CRITERIA
	organisational or publishing requirements. 3.2 Apply appropriate text specifications to meet different audience and purpose requirements. 3.3 Apply relevant ***cultural protocols*** to the critique of cultural work(s).
4 **Update and maintain knowledge of trends related to domain of cultural work(s)**.	4.1 Identify and use opportunities to ***update and expand knowledge*** of history, theory and other influences on cultural work(s). 4.2 Incorporate and integrate knowledge into cultural analysis and reporting.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy/oracy skills sufficient to critically evaluate and present complex and varied information on history and theory and other influences in relation to cultural work(s)
- research skills sufficient to analyse, interpret and present complex and varied references for application to cultural work(s).

Required knowledge:

- broad range of sources of information about history, theory and cultural practices relating to cultural work(s)
- conventions of art criticism
- information organisation practices and how these can be applied to the critique of cultural work(s)
- copyright, moral rights, cultural protocols and intellectual property issues and legislation and how these relate to the use of information in relation to cultural work(s).

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Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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

- application of research and analytical skills to critically evaluate cultural work(s)
- sound knowledge history and theory references and other influences and their application to the selected cultural work(s)
- knowledge of art criticism conventions
- use of appropriate genre of written or spoken texts to meet audience and purpose requirements.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to apply research, analysis and judgement to cultural work(s).

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 presentation or documentation prepared by the candidate explaining research processes and how issues surrounding history/theory and other influences have been used in the analysis of the work
- case studies to assess ability to research and use different types of information in the analysis of cultural work(s)
- questioning and discussion about the cultural work(s)
- written or verbal reports or documentation
- review of portfolios of evidence of completed or

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similar work
- third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands (e.g. literacy) 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 which interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to research information and to present critique.

Range Statement

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.

Sources may include:

- dance
- film, web
- historical texts
- images, objects
- journal articles
- oral histories
- performances, presentations
- religious and spiritual texts
- scientific texts
- secondary texts
- stories
- technical or medium specific information
- the writings of cultural theorists and philosophers

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RANGE STATEMENT

Information may relate to:	• aesthetics • criticism • cultural issues • gender and identity issues • histories of art, craft and design • land and place • linguistics • myth and legends • new technologies • philosophy • politics • signs and symbols • spiritual concerns • technical aspects of performances, presentations • world histories.
***Cultural work*(*s*)** may involve work(s) from one, or more than one, area of the arts including:	• arts administration • dance • design • multimedia • music • performing arts • photoimaging • visual arts and contemporary craft • writing.
Exploring ***potential new and alternative sources*** of information involves accessing information in a culturally appropriate way and may involve:	• attendance at performances • interviews with innovative arts practitioners • participation in performances • visits to trade fairs, galleries, special events, e.g. biennial exhibitions, laboratories.
Formal and informal research techniques may include:	• analysis • comparing information • critical discourse

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RANGE STATEMENT

- discussion
- judgement
- note taking, listing
- observation
- reflection
- summation.

Organising research materials and findings may involve:

- charts
- data base
- diagrams
- files
- indices
- mind maps
- sketches.

Evaluating may include:

- comparing
- considering merit
- contrasting
- critiquing
- discussion and debate
- judging
- reflecting.

Other influences may include:

- cultural practices and heritage
- local traditions and events
- media
- political frameworks
- related discourses
- techniques
- temporal considerations
- works of other artists.

Developing substantiated positions in relation to history, theory and other influences involves examination and justification from a range of viewpoints

- culture
- ecology
- gender
- philosophy
- politics

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RANGE STATEMENT

within:	• society • spirituality.
Written or spoken texts may include:	• academic texts • art talks or presentations • exhibition/performance programs/brochures/flyers • gallery/museum/institutional/studio guiding presentations • journal articles • magazine or periodical articles • newspaper reviews • seminar presentations.
Appropriate text specifications may include:	• conventions of art criticism • language, tone and grammar appropriate to written or spoken texts • length, layout and format conventions of relevant written or spoken texts.
Audience requirements may cover the need to take account of the level of sophistication or understanding of cultural work(s) of:	• academic and teaching staff • gallery/museum/organisation/theatre/studio visitors • listeners • peers • readers.
Purpose requirements may cover:	• critical review of work(s) • examination of work as an example of specific period or approach or style or school of cultural work(s) or as prototype or derivative piece • examination of work in the context of other practitioners' work(s) • examination of work in the context of selected practitioner's other work(s) or period(s) • judgement of value of cultural work(s).
Cultural protocols may include:	• extent to which reference to the work may be used in presentation modes (written or spoken) • intellectual property moral rights and copyright

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RANGE STATEMENT

	requirements • permission to refer to and use the work(s), including systems for the administration of copyright of images • protocols for the reference of work(s) or practitioner(s) by others.
Updating and expanding knowledge of history and theory may involve:	• discussions with innovative practitioners in relevant areas of arts practice • using the Internet • visits to exhibitions, events, performances, presentations, studios, laboratories, manufacturers.

Unit Sector(s)

Not Applicable

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CUVCON06B Develop concepts for arts organisations or projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge to develop concepts for arts organisations or for specific arts projects. It includes the need for concept generation, communication and consultation on the concept, and development of the concept to a pre-operational stage. Concepts may be required for a wide range of purposes including programs, events, exhibitions or administrative structures. This work would usually be carried out autonomously and may include responsibility for others.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has strong linkages to other general management units that focus on development and planning skills, and combined assessment and/or training with those units is recommended.

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Clarify context for the concept**.	1.1 Investigate and clarify the overall purpose for the ***concept***. 1.2 Investigate and clarify initial possibilities for realising the concept. 1.3 Refine and clarify the key objectives for the concept in consultation with relevant colleagues and stakeholders.
2 **Generate concept**.	2.1 Generate a range of different, innovative and creative approaches for the concept. 2.2 Review different approaches for technical feasibility, innovation, creativity and acceptance to client/audience. 2.3 Identify potential ***constraints*** and access their impact on the concept. 2.4 Take account of social, ethical and environmental impacts in generating the concept. 2.5 Select possible approaches that meet the key objectives, and draft ***proposals*** in an appropriate format.

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ELEMENT	PERFORMANCE CRITERIA
3 **Consult on concept**.	3.1 Identify ***key stakeholders*** with whom consultations should be held, including the need for expert advice. 3.2 Develop and implement an appropriate ***consultation strategy***. 3.3 Establish commitment and support for the proposed concept.
4 **Adjust and refine concept**.	4.1 Determine advantages and disadvantages of different approaches based on consultation, creativity and operational feasibility. 4.2 Evaluate concept and select final approach to meet the desired outcome.
5 **Develop concept to pre-operational stage**.	5.1 Develop specifications or initial plans for the implementation of the concept, including information on resources, technical and other operational requirements. 5.2 Present or communicate specifications or plans to relevant parties for approval, funding or endorsement.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- report/proposal writing skills
- networks and stakeholders in the relevant areas of the arts
- communication skills in relation to consulting with others on concepts and ideas
- research and analytical skills.

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Required Skills and knowledge

Required knowledge:

- in-depth industry knowledge of the relevant area of the arts
- technical knowledge sufficient to inform realistic concept development to a pre-operational stage
- appropriate ways of documenting different types of arts concepts/proposals.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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

- development of a concept for an arts organisation or project which meets overall objectives
- communication skills demonstrated through effective consultation processes.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of a concept for an arts organisation or project to meet a specific industry need
- consultation/interaction with others to reflect the communication aspects of this unit.

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 concept proposals and specifications developed by the candidate
- evaluation of reports prepared by the candidate detailing approaches to concept development,

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challenges faced and how these were addressed

- case studies to assess ability to apply the concept development process to different situations and contexts
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands (e.g. literacy) 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).

Assessment of this unit requires access to the materials resources and equipment needed to develop concepts, e.g. relevant documentation.

Range Statement

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.

Concepts may be developed for a wide range of purposes within an arts context including:

- administration
- creative policy
- exhibitions
- festivals
- funding sources
- management structures
- marketing approaches
- public programs
- the creation of an arts organisation.

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RANGE STATEMENT

Concept ***constraints*** may relate to:	• community context • financial or other resource constraints • philosophy/vision of the organisation • profit requirements • technical feasibility • timing.
Appropriate formats for ***proposals*** may include:	• briefs • reports • submissions for funding • technical specifications.
Key stakeholders may include:	• boards or committees • existing staff or management • financial contributors to the organisation • government representatives • nominations or representatives from other organisations • policy makers • potential audience groups • potential exhibitors or user groups • reference groups.
Consultation strategy may include:	• advertising • discussions • distribution of policy documents/reports • internal communications • interviewing • mail outs • presentations • press releases • telephone campaigns.

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Unit Sector(s)

Not Applicable

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CUVCRS03B Produce computer-aided drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use a range of CADD program functions and features to produce drawings. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors. The focus of this unit is on the technical skills required to operate CADD, and design skills are found in other units within the Visual Arts Craft and Design Training Package.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a wide range of other units in various Training Packages and combined assessment and/or training with those units would be appropriate.

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Determine drawing requirements**.	1.1 Review relevant documentation/concept ***information*** to determine requirements and processes based on project objectives and parameters. 1.2 Liaise with relevant colleagues to confirm and clarify requirements.
2 **Select and set up CADD package**.	2.1 Correctly identify required hardware, software, tools and equipment for the specific project. 2.2 Correctly set up hardware and software in accordance with operating instructions and organisational procedures. 2.3 Identify and retrieve digitised information relevant to the project.
3 **Gather object parameters and/or measurements**.	3.1 Accurately establish and record critical dimensions and data for the required ***design***. 3.2 Correctly identify the requirements in relation to accuracy, tolerances and other critical information.

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ELEMENT	PERFORMANCE CRITERIA
4 **Prepare plots or drawings**.	4.1 Correctly access and use ***CADD functions and features*** in accordance with operating instructions. 4.2 Correctly access and use ***peripheral equipment*** required for the project. 4.3 Prepare and review preliminary drawings in consultation with relevant colleagues.
5 **Check drawings and save files**.	5.1 Check designs against the project objectives and specifications in accordance with organisational procedures. 5.2 Identify and make required adjustments to designs based on review and consultation with relevant colleagues. 5.3 Store data files in accordance with operating instructions and organisational procedures.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to interpret and use digital information, including instructions required for the production of computer aided drawings
- numeracy skills sufficient for calculations and measurements required for the production of computer aided drawings.

Required knowledge:

- the ways in which CADD is used within a specific industry context
- basic principles of CADD
- typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing
- occupational health and safety issues associated with the use of hardware and software

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Required Skills and knowledge

- awareness of copyright, moral rights and intellectual property issues and legislation associated with the use of CADD.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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

- ability to use the standard features and functions of a CADD program to produce drawings
- knowledge of CADD capabilities and uses in relation to the specific industry context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using an industry-current CADD program to develop drawings for a specific workplace purpose.

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 drawings produced by the candidate
- oral or written questioning to assess knowledge of CADD features and functions
- review of portfolios of evidence
- third party workplace reports of 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 e.g. speakers of

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EVIDENCE GUIDE

languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to produce computer-aided drawings.

Range Statement

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.

Information required for the project may include:

- creative objectives
- measurements/dimensions, e.g. objects, space
- relevant statutory requirements, e.g. safety
- scope for making adjustments
- technical objectives.

Computer-aided ***designs*** may be required for a large range of work situations and may include:

- costume/fashion designs
- lighting plots
- object or product design
- room/site/stage layouts
- stage and set design
- visual art works and/or projects, e.g. community installations, public art, performance.

CADD functions and features to be used must include:

- drawing tools (methods for drawing lines, arcs, polylines, texts, dimensions)
- edit functions
- plotting and printing
- view displays

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	• working with layers.
CADD functions and feature to be used may include:	• 3D techniques, e.g. entering coordinates, displaying 3D views • how CADD works in an integrated environment • isometrics and perspectives • macros • use of attributes to make project reports.
Peripheral equipment required for the project may include:	• plotters • printers • scanners.

Unit Sector(s)

Not Applicable

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CUVICS03B Develop innovative ideas at work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills required to systematically generate and develop innovative ideas in the workplace. It is a generic standard, which may be customised for different work contexts within the cultural industries. This competency standard requires the skills to interpret or observe a need and develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user. This standard of competency could be completed by anyone in the cultural industries above entry and basic operational levels. Its six elements cover all six *innovation @ work* skills which are central to innovative thinking. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the need for innovation	1.1. The need, brief or opportunity for ***innovation*** within workplace context is recognised. 1.2. ***Assumptions*** about products/processes are challenged to identify opportunities for innovation. 1.3. Possible future contexts and environments for the innovation are projected. 1.4. End ***user requirements*** are identified. 1.5. Resources and constraints are identified.

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ELEMENT	PERFORMANCE CRITERIA
	1.6. ***Factors*** and ethical considerations that may impact on the idea are researched. 1.7. Relevant organisational knowledge is accessed. 1.8. Desired outcomes from innovation are identified.
2. Generate a range of ideas	2.1. Ideas are conceptualised using a range of ***creative thinking techniques***. 2.2. ***Relevant knowledge*** to explore a range of approaches is applied. 2.3. ***Stimulation from alternative sources*** is sought. 2.4. Ideas are tested against the brief and other factors. 2.5. Preferred idea/s is selected.
3. Collaborate with others	3.1. Idea/s is developed in conjunction with ***relevant people***. 3.2. Feedback is sought and accepted from relevant people in an appropriate fashion. 3.3. Idea/s is modified according to feedback. 3.4. A ***network of peers*** is established, maintained and utilised to develop the idea/s.
4. Reflect on idea/s	4.1. Idea/s is analysed from different perspectives using structured reflection. 4.2. Appropriate strategies are used to capture reflections. 4.3. Time is allowed for the development and analysis of idea/s. 4.4. Reflections are utilised to improve the idea/s.
5. Represent idea/s	5.1. An appropriate ***communication method*** is selected for the target audience. 5.2. The presentation of the idea/s is developed with the audience in mind. 5.3. The idea/s is presented to ***educate***/***inform the client***. 5.4. The idea/s is modified according to client feedback.
6. Evaluate the idea/s	6.1. The idea/s is ***reviewed*** using appropriate ***evaluation methods*** to ensure it meets required needs. 6.2. The idea/s is modified as required.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• research skills • active listening • interpersonal skills • network skills • team work • lateral thinking • the ability to analyse self and external factors • time management skills.
Required knowledge
• relevant technical, job and industry knowledge • knowledge of organisational culture • knowledge of social, environmental and work culture impacts • knowledge of principles of innovation

Evidence Guide

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	Evidence of the following is essential: • accurate interpretation of a brief • the creative generation of a number of ideas or solutions to meet the needs of an end user within specific contexts in the cultural industries.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the development process.

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EVIDENCE GUIDE	
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in discussions and other collaborative activities to develop ideas or solutions • oral or written questioning to assess knowledge of creative thinking techniques and methods for evaluating ideas or solutions.
Guidance information for assessment	This competency standard may be assessed with any other standards that make up a specific job function for a specific context within the cultural industries. It is probably of most use at AQF level 3 and above. Standards may include: • CULMS617B Undertake research • BSBDES402A Interpret and respond to a design brief • CUVCRS11B Select and prepare work for exhibition • CUVCON06B Develop concepts for arts organisations/projects • CUVPHI03B Research and apply information on the traditions which inform photoimaging practice **Please note**: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Innovation is:	• the process of generating new ideas or solutions, or new uses for old ideas and making them useful or a means of improvement.
Assumptions can be about any convention in the workplace and might include:	• work process • product • materials • system • tools • working conditions.
The ***user requirements*** refer to:	• who will be using the end product • why it is needed • how it will be used • what advantages it will provide • where it will be used.
Factors impacting on the idea might include:	• aesthetic requirements • functionality • information available • OH&S and environmental considerations • budget • client preferences.
Creative thinking techniques include:	• brainstorming • visualising • making associations • building on associations • telling stories • creative writing • lateral thinking games • mind mapping • drawings • Six Thinking Hats • using prompts.
Relevant knowledge refers to:	• technical knowledge • information gained from books or videos • knowledge from different work areas and work colleagues.
Stimulation from alternative	• reading books and industry journals

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RANGE STATEMENT	
sources might come from:	• talking with colleagues and friends • visiting libraries • attending industry workshops • participating in networks.
Relevant people might include:	• colleagues • team members • supervisors • managers • clients.
Maintaining a ***network of peers*** can include:	• participating in forums • participating in industry training • attending workshops • becoming a member of a network.
Communication methods refer to how you will present your ideas, for example:	• writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram.
Educating/informing the client refers to helping the client visualise and understand the idea/s and involves:	• actively listening • asking questions • accepting their opinion • explaining the proposal • clarifying the details.
Reviewing the idea might involve checking:	• that the idea can be implemented • that it meets the client/end user needs • that it meets best practice • assessing financial requirements.
Evaluation methods might include:	• developing checklists • discussing the process with colleagues or supervisors • writing a report of the outcomes.

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation

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CUVICS06B Create an innovative work environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills and knowledge required to create a workplace environment that enables and supports the application of innovative practices within the cultural industries. This may include such areas as museums, galleries, community arts facility, theatres, venues, design studio, on-site photo shoot, film shoot, artist- run studio, special event venue, conference organisers and so on. The work environment includes all aspects of the workplace including working conditions and practices, management practices, physical layout and training and education. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit relates to management-level jobs in any work context within the cultural industries. It is particularly applicable to managers of small businesses or business units or departments within larger organisations. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement work practices and procedures to support innovation	1.1. ***Working conditions*** are established which encourage the application of ***innovation*** in the workplace. 1.2. Processes are implemented to maximise the use of **innovation @ work *skills***. 1.3. ***Workplace procedures*** are introduced and maintained to foster the ***application*** of innovation in the workplace.

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ELEMENT	PERFORMANCE CRITERIA
	1.4. ***Collaborative work arrangements*** are facilitated to foster innovation.
2. Implement management practices to support innovation	2.1. The development of new ideas is actively supported and guided. 2.2. All ideas are positively received and constructive advice provided. 2.3. Relationships based on mutual respect and trust are established and maintained between management and staff. 2.4. Innovative work practice is exemplified in the way management approaches work and team responsibilities.
3. Promote innovation in the workplace	3.1. Staff's suggestions, improvements and innovations are acknowledged. 3.2. Innovation is ***celebrated and promoted*** by appropriate means. 3.3. The value placed by management on innovation is promoted and reinforced, in spite of the potential risks.
4. Create a physical environment which supports innovation	4.1. The ***physical environment*** is decorated to maximise creativity. 4.2. Workspaces are designed to encourage the cross fertilisation of ideas as well as the application of *innovation @ work* skills. 4.3. The workspace is designed to provide for the development of relationships between all members of the workforce within organisations in the cultural industries.
5. Provide information and learning opportunities to foster innovation	5.1. Relevant ***information***, knowledge and skills are shared within the organisation. 5.2. Formal ***learning opportunities*** are provided to help develop skills needed for innovation in the workplace. 5.3. Active learning opportunities are created in which managers and staff can learn from the experience of others.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• interpersonal skills • leadership skills • encouraging supporting employees' achievements (on the use of *innovation @ work* skills) • accessing interpreting and sharing information • researching information • freely discussing ideas and providing feedback.
Required knowledge
• an understanding of *innovation @ work* skills • an understanding of basic management principles • a knowledge of the ways workplace climate can affect employees' attitudes and performance • an understanding of the benefits of coaching and learning opportunities for employees • occupational health and safety requirements • knowledge of factors that can motivate staff to apply innovative work practices • knowledge of ways of rewarding performance in the workplace.

Evidence Guide

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	Evidence of the following is essential: • knowledge and application of procedures and practices which support and foster innovative work practice within a specific work context in the cultural industries; for example:

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EVIDENCE GUIDE	
	• management practices • work practices • procedures • office layout • project management approaches.
Context of and specific resources for assessment	Assessment must ensure: • access to a real or simulated work environment.
Method of assessment	The following assessment method is appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate applying procedures and practices to support and foster innovative work practice • oral or written questioning to assess knowledge of *innovation @ work* skills and methods for applying them to the work environment.
Guidance information for assessment	This competency standard could be assessed on its own or in combination with other relevant management units from the cultural industries training packages within a specific context in any sector of the cultural industries. Standards may include: • CUVADM05B Plan and develop information management systems • CUVADM01B Develop and implement arts administration systems and procedures **Please note**: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

RANGE STATEMENT

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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.	
Working conditions might include:	• family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas.
Innovation is:	• the process of creating a new idea or the new use of an old idea and developing it so it results in improvement.
innovation @ work *skills* include:	• interpretation • ideas generation • collaboration • reflection • representation • evaluation.
Workplace procedures might include those relating to:	• briefing processes • client relations • performance management • project management • staff meetings • training.
Processes that encourage the ***application*** of *innovation @ work* skills include a structured approach to activities which foster ideas, such as:	• collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking.
All types of work activities could benefit from the ***application*** of innovation, including the development of new:	• processes • products • programs • services • tools • work practices.

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RANGE STATEMENT	

Collaborative work arrangements could include:	• working in teams or partnerships, on specific projects within:
	  • a section
	  • a cross section
	  • vertical teams
	• working with supplier organisations or partner organisations.

Appropriate ways of ***celebrating and promoting*** successful ideas might include:	• congratulating the project team • ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes.
The ***physical environment*** might include:	• eating areas • external areas • relaxation areas • the location of different sections • workspace design and décor • workstation arrangements.
Information might include:	• information about other activities within the organisation • information from other parts of the organisation • organisational knowledge • policies • reports.
Methods for reflection and review might include:	• building review into project schedules • less formal review of work procedures • staff meetings • systematic collection of data.
Learning opportunities might include:	• coaching • conferences • formal training or education • informal training • information seminars • job rotation • mentoring • online learning.

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Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation

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ICAB4169B Use development software and IT tools to build a basic website

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to build a basic website that is consistent with design and technical requirements, and business expectations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and analyse website structure and development tools	1.1. Analyse business ***specification*** and select appropriate ***software*** 1.2. Identify technical needs for the website and select appropriate ***software tools*** 1.3. Identify site structure and navigation flow and demonstrate understanding of functionality 1.4. Review design ***documentation*** and integrate design work with site structure and navigation, in accordance with ***web development standards***
2. Begin site construction	2.1. Take action to ensure ***user*** input during website construction 2.2. Validate existing information and basic content when incorporating data on website 2.3. Apply consistent design ***specifications*** to all aspects of the website 2.4. Gather feedback from ***user*** on web design, content, accessibility and structure, using appropriate feedback mechanism
3. Complete and validate website construction and content	3.1. Undertake an evaluation of the website against technical requirements and design ***specification*** 3.2. Test each function and process of the website 3.3. Conduct navigation tests and HTML compliance

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ELEMENT	PERFORMANCE CRITERIA
	with website standards 3.4. Stress test the website to meet design criteria and ***user*** load 3.5. Record testing results to ensure website meets ***user*** requirements 3.6. Obtain sign-off/approval of ***user***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Using appropriate development software and tools • HTML development • Debugging and error handling techniques • Troubleshooting basic web links and HTML code errors
Required knowledge
• Website design • SGML and the associated standards • Basic design principles • Web-specific technical attributes • Reading and interpretation of design specifications and guidelines • Appropriate software and tools that meet required technical specifications • Understanding of best practice communication, accessibility and equity principles when building for diverse users

Evidence Guide

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.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must verify the ability to build a basic website. All development work is done in a manner that accurately reflects the website specifications. The development is audited against the business requirements and design needs prior to task completion and sign-off. To demonstrate competency in this unit the person will require access to: • Website development software and tools • Basic website specifications and guidelines
Context of and specific resources for assessment	Development software for website development simplifies the underlying code creation routine. Website development has moved beyond the mainstream commercial domain as more small companies, individuals and community groups need and use websites for a range of commercial and other purposes. Creating websites with development software from text only to full-blown Integrated Development Environments allows for flexibility in development styles, complexity of website and performance. Determining which development software to use will be dependent on complexity and availability of software. The selected development environment should be flexible enough to allow for the creation of specialised programs for clients or for making available to contributors the underpinning code as part of an open source project. The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or

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EVIDENCE GUIDE	
	contingency nature. Assessment must ensure: • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others. The scope and complexity of knowledge and skills is dependent on the tasks undertaken as part of a provided specification.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • The assessment of this unit of competency will usually include observation of code generation and the code results. • Assessment will usually include observation of real or simulated work processes and procedures and/or

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EVIDENCE GUIDE	
	performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. An individual demonstrating this competency would be able to: • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Maintain knowledge of industry products and services Additionally, an individual demonstrating this competency would be able to: • Use development software and build a website to specification • Apply solutions to a variety of predictable problems • Interpret available information and request clarification where needed

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Range Statement

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.	
Specification may include but is not limited to:	• technical requirements • user problem statement • current system functionality
Documentation may follow:	• ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates • report writing protocols
User may include:	• a person within a department • a department within the organisation • a third party
Software may include but is not limited to:	• text editors such as Word pad • Notepad • commercial software applications • Dreamweaver • Golive • Fireworks • NetObjects Fusion • Bluefish
Software tools may include but is not limited to:	• Macromedia • FTP programs • FrontPage • HotDog
Web development standards may include:	• Web content accessibility guidelines 1.0 (WCAG) • Authoring tool accessibility guidelines 1.0 (ATAG)

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Unit Sector(s)

Unit sector	Build

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU2006B Operate computing packages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to identify, select and correctly operate three desktop applications for a range of purposes. There may be benefit in concurrent learning with the following units: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system The following units are linked and form an appropriate cluster: • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use appropriate software	1.1. Select ***software*** appropriate to perform activity 1.2. Use ***software*** to produce required outcome using a range of features related to the activities 1.3. Save documents in appropriate directories/folders
2. Access, retrieve and manipulate data	2.1. Select and access ***files*** 2.2. Amend and save ***files*** according to requirements 2.3. Produce documents and ***files*** that meet organisational needs 2.4. Save ***files*** in appropriate directories/folders 2.5. Exit ***software*** correctly without loss of ***data***
3. Access and use help	3.1. Identify the help resources available for basic

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ELEMENT	PERFORMANCE CRITERIA
functions within each application	difficulties with the ***software*** 3.2. Access user help documentation and other resources for basic difficulties with the ***software***
4. Use keyboard and equipment	4.1. Follow ***OH***&***S*** standards and regulations to avoid injury or illness 4.2. Use wrist rests and document holders where appropriate 4.3. Use monitor anti-glare and radiation reduction screens where appropriate 4.4. Ensure user ***equipment*** is maintained and free from defects that could cause injury

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Basic analysis of desktop layout, monitor and chair positioning, keyboard techniques and use of the mouse • Basic problem solving in application management and help function usage • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication with team members and supervisors • Interpretation of user manuals
Required knowledge
• OH&S principles and responsibilities • Basic understanding of system usage • Basic technical terminology in relation to reading help files and responding to system help prompts • Personal computer access and log-on procedures

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Evidence Guide

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	Evidence of the following is essential: • Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different computing packages. Learner will demonstrate the use of a wide range of features from each package. To demonstrate competency in this unit the person will require access to: • Personal computer • Basic software • Documents or information containing data suitable for use with computing packages
Context of and specific resources for assessment	This unit brings together a range of basic computer skills and knowledge consistent with general expectations around computer usage in the workplace. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear. There would generally be limited complexity in the range of operations to be applied. Assessment must ensure: • Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic. • Applications may include some complex or non-routine activities involving individual

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EVIDENCE GUIDE	
	responsibility or autonomy and/or collaboration with others as part of a group or team.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment An individual demonstrating this competency would be able to:

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EVIDENCE GUIDE	
	• Demonstrate basic operational knowledge in a moderate range of areas • Apply a defined range of skills • Apply known solutions to a limited range of predictable problems • Perform a range of tasks where choice between a limited range of options is required • Assess and record information from varied sources • Communicate with team members to clarify job requirements • Take limited responsibility for own outputs in work and learning • Maintain knowledge of industry products and services Demonstration of these competencies would involve: • Using appropriate software • Opening, amending and saving files and documents according to organisational requirements • Using help manuals and on-line help when appropriate • Applying OH&S procedures • Demonstrating basic operational knowledge in a moderate range of areas • Performing a range of tasks where choice between a limited range of options is required • Assessing and recording information from varied sources

Range Statement

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.

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RANGE STATEMENT	
Software may include but is not limited to:	• commercial software applications • organisation-specific software • It is expected that a word processing application, Database Application and Spreadsheet application will be chosen in preference to other types of applications
Files may include but is not limited to:	• html pages • pdf files • text files • pictures • music • email messages
Data may include:	• text • images • graphics • screenshots • icons added to the document
Equipment may include but is not limited to:	• workstations • personal computers • modems and other connectivity devices • printers • hard drives • DSL modems • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices
OH&S may include:	• correct posture • lighting • type of desk • type of monitor • style of chair • typing position • repetitive strain injury prevention • ventilation • light position • length of time in front of computer

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Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU3126B Use advanced features of computer applications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to use computer applications employing advanced features. The following unit is linked and forms an appropriate cluster: • ICAB3018B Develop macros and templates for clients using standard products No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manipulate data	1.1. Employ advanced features of ***applications*** in the preparation and presentation of data 1.2. Efficiently transfer data between ***applications***, linking and embedding related data files as required 1.3. Create and employ ***objects***, macros and templates for routine activities 1.4. Use shortcuts and features to increase personal productivity
2. Access and use support resources	2.1. Solve routine problems using support resources 2.2. Use on-line help to overcome difficulties with ***applications*** 2.3. Solve problems with manuals and training booklets 2.4. Access and apply technical support for ***system*** problems, utilising troubleshooting results and alert messages

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Basic analysis skills in relation to normal routine work processes • Detailed skills in using applications features • Basic skills in interpreting technical information • Problem solving skills in known areas during normal routine work processes • Plain English literacy and communication skills in relation to dealing with clients and team members
Required knowledge
• Basic understanding of operating systems software and system tools • Broad knowledge of vendor product directions • Broad knowledge of vendor applications and their features

Evidence Guide

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	Evidence of the following is essential: • Assessment must confirm the ability to use at least three computer applications to their full capacity employing all advanced features and import/export capacities for efficiency and productivity purposes, using at least two industry-recognised application packages. To demonstrate competency in this unit the person will require access to: • Personal computer • Documents or information containing data suitable

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EVIDENCE GUIDE	
	for use with multiple computing packages
Context of and specific resources for assessment	The use of advanced features of computer applications is increasing as workplaces recognise the full potential and functionality of contemporary commercial applications. Individuals demonstrating this competency would be considered user experts or advanced users and would be capable of tutoring colleagues in the use of commercial applications. The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available. Assessment must ensure: • Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of

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EVIDENCE GUIDE	
	performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAB3018B Develop macros and templates for clients using standard products An individual demonstrating this competency would be able to: • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

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Range Statement

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.	
Applications	• May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities. • May include presentation applications contained in: Microsoft Office, Lotus Suite, Claris Works, Star Office or other similar applications.
Objects may include:	• buttons • checkboxes • option buttons • text boxes • drop down lists
System may include but is not limited to:	• network • application • software • business • computers • financial system • management system • information system

Unit Sector(s)

Unit sector	Use

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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PSPETHC501B Promote the values and ethos of public service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the responsibility of those in public service to model and encourage in others the highest standards of ethical conduct. It includes promoting ethical standards, assisting staff to avoid conflicts of interest, and modelling and fostering integrity of conduct.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, letting contracts etc.

This unit replaces and is equivalent to *PSPETHC501A Promote the values and ethos of public service*.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote ethical standards	1.1 Interpretation of ethical standards is discussed with senior staff to ensure common understanding of requirements
	1.2 The ethical obligations of public service and the *consequences of unethical conduct* are explained to others in a manner suited to their levels of understanding, experience and specific needs
	1.3 Conduct of self and others is assessed against *ethics standards*, *legislation and guidelines*, and feedback or assistance is timely, constructive, and consistent
	1.4 Impartial, culturally and politically neutral advice is provided in accordance with organisational procedures
	1.5 Resolution and/or *referral* of *ethical problems* identified in dealings with staff and the public are used as learning opportunities within the workgroup without compromising privacy and confidentiality considerations
2. Assist staff to avoid conflicts of interest	2.1 *Conflict of interest* requirements are explained to staff using language and supporting material suitable to their needs and the situations they are likely to experience
	2.2 Matters involving competing interests or conflicting views on appropriate action are discussed with staff, and resolved or referred in accordance with policy and guidelines
3. Model and foster integrity of conduct	3.1 Personal work practices are used to provide a consistent example of desired ethical conduct, and staff/team values are developed through collaboration and leadership

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Ethical, lawful and reasonable directions are provided to staff, and protection is provided from reprisals for refusing others' directions to act unethically
	3.3 The *principles of procedural fairness* are modelled and explained to others using strategies and language suited to their levels of understanding, experience and specific needs
	3.4 Decision making which upholds ethical standards is used, promoted and explained to others
	3.5 The risk of *unethical conduct* is assessed in accordance with organisational guidelines, and changes to policies or practices are recommended to improve outcomes
	3.6 The *reporting* of suspected unethical conduct is encouraged, dealt with in a confidential manner and acted on promptly, and in accordance with policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, **required for this unit**.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector ethics
- organisational code of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection
- procedural fairness
- equal employment opportunity, equity and diversity principles
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct
- occupational health and safety procedures relating to ethical work practices

Skill requirements

Look for evidence that confirms skills in:

- applying ethical decision making/problem solving
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them

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REQUIRED SKILLS AND KNOWLEDGE

in the workplace

- using strategies to clarify understanding
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- responding to diversity, including gender and disability
- assisting others to apply occupational health and safety and environmental procedures relating to ethical work practices

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to, a range of (2 or more) generalist or specialist units of competency at Diploma level. Choice from the following units is recommended:

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV506A Support workplace coaching and mentoring

PSPGOV511A Provide leadership

PSPGOV508A Manage conflict

PSPGOV517A Coordinate risk management

PSPHR503A Facilitate performance management processes

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

PSPPROC502A Establish contract management arrangements

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EVIDENCE GUIDE

PSPPROC503A Manage contract performance

PSPREG501B Conduct prosecutions

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- promotion of the values and ethos of public service in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, letting contracts etc

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making/problem solving models

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically and promoting ethical behaviour in others in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- promotion of the values and ethos of public service in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, letting contracts etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds

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EVIDENCE GUIDE

- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Consequences of unethical behaviour may include

- disciplinary action
- transfer
- demotion
- dismissal
- legal liability
- that outlined in legislation, policy and/or guidelines

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RANGE STATEMENT

Ethics standards may include	• public sector standards • standards referred to in State/Territory/Commonwealth legislation • codes of ethics • organisational codes of conduct • organisational mission and values statements • organisational procedures/guidelines • government policy • professional standards
Legislation and guidelines may include	• legislation for public sector management • freedom of information legislation • privacy legislation • equal employment opportunity and anti-discrimination law • public sector standards • equity guidelines • workplace diversity guidelines • Ministerial directions • State/Territory/Commonwealth codes of ethics • organisational codes of conduct • organisational mission and values statements • organisational policy, procedures/guidelines • government policy • legal precedents
Referrals of ethical problems may be made to	• line management • human resources • workplace relations officer • grievance officer • chief executive officer • public service commissioner • public sector standards body • organisational ethics committee • internal grievance mechanisms • confidant programs (whistleblower protection programs) • organisational professional reporting procedures • unions and professional bodies

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RANGE STATEMENT

	• ombudsman
Ethical problems which may need to be referred rather than resolved at this level may include	• conflict between public sector standards and personal values • conflict between public sector standards and other standards such as professional standards • conflict between public sector standards and directions of a senior officer or Minister • tension between two 'rights' for example, the right to privacy versus the right to freedom of information • conflict regarding issues of personal and organisational intellectual property
Conflicts of interest may include	• perceived, potential and actual conflicts • bribery • improper use of official information • offers of gifts, entertainment • outside employment • intellectual property • favours for friends, relatives and others • memberships of organisations • political activity • pecuniary and non-pecuniary conflicts • conflicts relating to tendering and contracting
Principles of procedural fairness may include	• the right to be heard/put your case • the right to be informed of a complaint or case against you • the right to be advised of the outcome/recommendations of an investigation involving you • the right to know reasons for decisions affecting you • the right to privacy • the right to representation • the right to remain silent • the decision maker should not be a judge in his/her own cause • in accordance with the law
Unethical conduct may include	• fraud, corruption, maladministration and waste • unauthorised access to and use of information, money/finances, vehicles, equipment, resources

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RANGE STATEMENT

- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of telephones, credit cards, frequent flyer points, email and Internet
- extravagant or wasteful practices
- personal favours, preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence

Actions relating to the reporting of unethical conduct may include

- protection and support of those reporting unethical conduct
- informal, low key investigation and evidence gathering to confirm allegations
- referral to authority identified in guidelines
- use of confidant programs such as whistleblower protection programs or organisational professional reporting procedures

Unit Sector(s)

Not applicable.

Competency field

Competency field Ethics and Accountability

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SRXHRM001B Manage volunteers

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to recruit and retain volunteers.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to recruit and retain volunteers.

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

Element	Performance Criteria

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1	**Research and document needs for volunteer involvement**	1.1	Identify requirements of the organisation's human resource plan and financial plan to ensure consistency
		1.2	Assess and document benefits to the organisation and volunteers deriving from their involvement in the human resource plan
2	**Undertake volunteer recruitment**	2.1	Define the purpose and **role of volunteers** in an appropriate **position description**
		2.2	Identify and incorporate **volunteer rewards** into the recruitment program
		2.3	Communicate/delegate responsibility for volunteer coordination to relevant parties in the **workplace environment**
		2.4	Identify **target areas** from which volunteers might be recruited
		2.5	Provide opportunities for potential volunteers to experience work roles in sport and recreation **industry sectors** prior to commitment
3	**Maximise volunteer retention**	3.1	Ensure the human resource plan reflects the organisation's policy of developing a climate of recognition and support for volunteers
		3.2	Identify and incorporate individual requirements of volunteers into work role design
		3.3	Arrange suitable induction and training for volunteers on an ongoing basis to ensure work roles, **volunteer activities,** responsibilities and rights are clearly understood
4	**Ensure a positive experience for volunteers**	4.1	Hold Counselling and reviews of work roles regularly with volunteers and areas of concern identified for further action
		4.2	Identify and incorporate **social and other motivations** of volunteers in work design programs

Required Skills and Knowledge

Not applicable.

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of managing volunteers in the work environment Assessment of performance should be over a period of time covering one category from the industry sector and all other categories of all the Range Statements that are applicable in the learner's environment Assessment must confirm the ability to apply this knowledge and appropriate techniques to ensure the organisation's human resources plan and financial plan incorporate the requirements of the organisation's volunteers ensure sufficient volunteers are recruited and maintained to fulfil all functions identified as a volunteer function ensure appropriate training is provided to volunteers to maximise their contribution to the organisation undertake periodical counselling and reviews with volunteers and incorporate identified areas of concern in future planning processes
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) BSBMGT605A Provide leadership across the organisation This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment,

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this unit may be assessed in conjunction with the following unit(s)

BSBHR402A Recruit and select personnel

Required knowledge and skills

Required knowledge

Recruitment methods and training processes

Organisation's policy and procedures for developing job descriptions

Organisation's strategic planning processes

Work supervision

Team facilitation

Insurance and relevant policies

Organisational systems, policy and procedures for industrial awards and agreements

Equal Employment Opportunity legislation

Occupational Health and Safety legislation

Required skills

Communication - written and verbal

Team and human resource management

Counselling/mentoring

Resource implications

Physical resources - Assessment of this unit of competency requires access to

A real work environment in which volunteers play a vital role

Associated resources and information relevant to the work environment

Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through

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provision of evidence of professional activity in the relevant area

have attained the National Competency Standards for Assessment: BSZ 401A, BSZ 402A and BSZ 403A

Consistency in performance

Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the learner's work environment

Context of assessment

This unit of competency must be assessed in the context of a sport or recreation activity with the participation of volunteers. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Key competencies

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	-

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These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Collecting and evaluating information

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on organisational needs and matching volunteers to meet needs

Communicating ideas and information - Communicating information both shared and in a confidential context with colleagues and volunteers

Planning and organising activities - Planning and organising the recruitment and training of volunteers

Working with teams and others - Managing the training of volunteers and collaborating with others as to

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progress

Using mathematical ideas and techniques - Not applicable

Solving problems - Resolving difficulties experienced by volunteers

Using technology - Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

Range Statement

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Industry sector	[one category] sport

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	fitness outdoor recreation community recreation
Position description	[all categories] elements, including required knowledge skills and attributes responsibilities accountability commitment rewards reimbursement of costs uniform
Relevant legislation and industry codes	[all categories] may include but are not limited to Occupational Health and Safety consumer affairs equal opportunity company code organisation articles of association professional association regulations codes and guidelines
Role of volunteers	[all categories] identify roles, including coach fundraiser instructor judge umpire referee administrator organiser leader

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	catering team support management of events projects finance administration of facilities administration of equipment/uniforms assist with marketing/promotions technical assistance maintenance run events supervision of children activity leaders transport
Social and other motivations	[all categories] factors impacting on motivation, including: socialisation enjoyment loyalty desire to do something different support of family members and/or friends meet new people break from routine sense of involvement learn new skills increased self esteem pathway to employment travel acknowledgment status
Target areas	[all categories] may include but are not limited to past and present membership

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	family
	friends
	local community and community groups
	volunteer agencies
	unemployed people
	service organisations
Volunteer activities	[all categories]
	types, including
	events
	fixtures
	supporting
	classes
	training
	administration
	controlling
	coaching
	officiating
	safety
	mentoring
Volunteer rewards	[all categories]
	outcomes in terms of rewards, including
	free admittance to games/competitions/events
	free/discounted merchandise
	meet new people
	break from routine
	sense of involvement
	learn new skills
	increased self esteem
	pathway to employment
Work environment	[all categories]
	varies with respect to
	size of organisation

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type of organisation

location

complexity

product/service range

Unit Sector(s)

Not applicable.

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Modification History

Not Supplied

Unit Descriptor

Not Supplied

Application of the Unit

Not Supplied

Licensing/Regulatory Information

Not Supplied

Pre-Requisites

Not Supplied

Employability Skills Information

Not Supplied

Elements and Performance Criteria Pre-Content

Not Supplied

Elements and Performance Criteria

none

Required Skills and Knowledge

Not Supplied

Evidence Guide

Not Supplied

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Range Statement

Not Supplied

Unit Sector(s)

Not applicable.

Custom Content Section

Not Supplied

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TAADEL404B Facilitate work-based learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to use work effectively as a learning process.

Application of the Unit

Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.

Learning though work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individuals self-esteem.

Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.

The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Establish an effective work environment for learning**	1.1 The **purpose or objectives of the work-based learning** are established and agreed with **appropriate personnel**
	1.2 The **areas of work** encompassed by the work-based learning are defined and documented
	1.3 **Work practices and routines** are analysed to determine their effectiveness in meeting the work-based learning objectives
	1.4 Changes are proposed to work practices, routines and the work environment to support more effective learning, where appropriate, and discussed with **relevant persons**
	1.5 **Occupational health and safety (OHS)** and **industrial relations implications** of using work as the basis for learning are identified and addressed
2 **Develop a work-based learning pathway**	2.1 The documented work areas are analysed to determine an **effective work-based learning pathway**
	2.2 **Organisational strategies** to support the work-based learning are proposed
	2.3 Any **contractual requirements and responsibilities** for learning at work are addressed
	2.4 Connections are made with the training and/or assessment organisation to integrate and monitor the **external learning activities** with the work-based learning pathway where relevant

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		2.5 The proposed work-based learning pathway is evaluated against **appropriate criteria**
		2.6 Agreement is obtained from relevant personnel to implement the work-based learning pathway
3	**Implement the work-based learning pathway**	3.1 The **learners' profile and characteristics** are evaluated to determine **possible requirements for support**
		3.2 The purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners
		3.3 The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work-based learning pathway
		3.4 Agreed organisational strategies are put into effect
		3.5 Relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation
		3.6 **Appropriate communication and interpersonal skills** are used to develop a collaborative relationship with learners
4	**Monitor learning and address barriers to effective participation**	4.1 **Access and equity considerations** are addressed, where appropriate
		4.2 The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored
		4.3 Work performances are observed and alternative approaches suggested where needed
		4.4 Learners are encouraged to take responsibility for learning and to self-reflect
		4.5 **Techniques for learners to demonstrate transferability** of skills and knowledge are developed
		4.6 **OHS requirements** are monitored to ensure health, safety and welfare
		4.7 **Feedback** is provided to learners about work performance and success is communicated and

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			acknowledged
5	**Review the effectiveness of the work-based learning pathway**	5.1	Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements
		5.2	Learners are encouraged to provide critical feedback on their learning experiences
		5.3	The effectiveness of the work-based pathway is evaluated against the objectives, processes and models used
		5.4	The effectiveness of any integration of work-based learning and external learning activities is assessed
		5.5	Improvements and changes to work-based practice are recommended in light of the review process

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

To demonstrate competency against this unit candidates must be able to provide evidence that they have developed work-based learning pathways that integrate learning through work.

This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work-based learning pathway.

Evidence Requirements

Required knowledge includes:	work organisation systems, processes, practices within the organisation where

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work-based learning is taking place

operational demands of the work and impact of changes on work roles

organisational work culture including industrial relations environment

systems for identifying skill needs, for example:

performance reviews

training needs analysis

identifying additional training needs of learners

learning principles, for example:

learning and experience are connected for meaning

adults need to know why they are learning

adults can self-evaluate

adults learn in different ways

individual facilitation techniques to support and guide learning

change processes, for example:

how people work through change

behaviours associated with change

introductory knowledge of different learning styles and how to encourage learning in each, for example:

visual learners

audio learners

kinaesthetic learners

theoretical learners

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

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industrial awards

enterprise bargaining agreements

licensing requirements

industry/workplace requirements

duty of care under common law

information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

National Reporting System

OHS relating to the work role, including:

hazards relating to the industry and specific workplace

reporting requirements for hazards and incidents

specific procedures for work tasks

safe use and maintenance of relevant equipment

emergency procedures

sources of OHS information

organisational strategies that provide support to the workplace learning

Required skills and attributes include:

communication skills to:

identify needs

communicate suggestions

give feedback constructively

ask open-ended questions to tease out required knowledge and information

evaluate learner profiles and characteristics

coach learners

literacy skills to:

read and interpret organisational documents,

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	legal documents and contracts complete and maintain documentation
	monitor and manage work environment and individual dynamics, for example: assess the climate of the group facilitate employee acceptance ensure each individual feels valued
	organisational skills to: allocate and reorganise work organise changes with relevant persons provide guidance and feedback to individuals
	cognitive skills to: set learning outcomes through work interpret and analyse competency standards and/or other performance specifications to actual work processes design a learning process through work
Products that could be used as evidence include:	redesigned individual/group work plans documented individual work-based learning pathways training gap identification materials documented reviews of work-based learning pathways performance management feedback
Processes that could be used as evidence include:	how learning needs were identified and why how learning opportunities were matched to work how work was organised/reorganised to reflect learning needs how learning was promoted
Resource implications for assessment include:	work opportunities learning opportunities in work

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	time to support learner needs e.g. organised time for learner to watch work and talk with work colleagues and trainer/facilitator and reflect on learning
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
	assessment meets the rules of evidence
	a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	a minimum of two examples of developing work-based learning pathways, that includes:
	identifying needs for learning
	analysing work practices, work environment and work activities
	organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

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TAADEL403B Facilitate individual learning

TAADES401B Use Training Packages to meet client needs.

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.

The **purpose or objectives of the work-based learning** may include:	introduction of new technology new product/service new organisational direction/workplace change new position or job roles addressing identified skills gap/deficit OHS requirements quality improvements competency achievement part of traineeship/apprenticeship
Appropriate personnel may include:	workplace supervisor/frontline manager training/human resources/industrial relations manager trainer/facilitator/assessor learner training and/or assessment organisation personnel group training company personnel
Areas of work may include:	work or job tasks work activities

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	processes to carry out work
	use/operation of equipment to carry out work
	projects
	team-based or individual work
Work practices and routines may include:	work schedules
	work timelines
	work performance expectations
	work organisation/organisational change
	work models/multi-skilling
	work structures and systems
	operational/organisational guidelines
	OHS guidelines, systems and safeguards
	work demarcations and industrial relations concerns
	English language, literacy and numeracy (LLN) requirements
Relevant persons may include:	workplace supervisor/frontline manager
	training/human resources/industrial relations manager
	union representatives/delegates
	workers whose own jobs may be affected by the proposed changes
OHS implications may include:	OHS legal obligations
	workplace OHS policies and procedures
	ensuring work practices, routines and proposed changes do not pose a risk to the learner and others
Industrial relations implications may include:	work demarcations created through changes to work practices
	ensuring compliance with an award or enterprise bargaining agreement
	licensing requirements
An **effective work-based learning pathway** may include:	identifying specific goals for work-based learning
	identifying job tasks or activities to be

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	included in the learning process
	appropriate sequencing of job tasks/activities to reflect learner incremental development
	direct guidance and modelling from experienced co-workers and experts
	opportunities for practice
Organisational strategies may include:	appropriate supervision during learning
	appropriate time to observe and talk to others in work
	use of co-workers to model or demonstrate tasks and activities or to teach technical terminology and language of the workplace
	use of internal work experts/mentors/coaches with whom the learner is comfortable
	sufficient time for practice
	job rotation
Contractual requirements and responsibilities may include:	training plans under apprenticeships/traineeships
	Workplace English Language and Literacy (WELL) or other government funded training program requirements
External learning activities may include:	external courses e.g. institution-based
	off-the-job components of apprenticeship/traineeship
	equipment supplier training
	online learning
	conferences/seminars/workshops
	self-directed learning
Appropriate criteria may include:	breadth and depth
	inclusion of a range of routine and non-routine work tasks/activities
	appropriate sequencing of work tasks/activities
	sufficient learning and practice time
	capacity to address learning that underpins knowledge within the work tasks/activities

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	identified relationship/synthesis with learning provided by other sources
Learners' profiles and characteristics may include:	language, literacy and numeracy needs specific needs employment status past learning experiences work roles level of maturity culture
Possible requirements for support may include:	referral to an external agency for assistance with language, literacy and numeracy use of interpreters mentor/coach peer support physical support needs other support mechanisms
Appropriate communication skills may include:	using icebreakers as appropriate building rapport with the learner/s using effective verbal and body language demonstrating a capacity to communicate clearly to facilitate the individual/s learning using critical listening and questioning techniques giving constructive and supportive feedback accurately interpreting verbal messages assisting learners to paraphrase advice/instructions back to the trainer/facilitator providing clear and concrete options/advice using appropriate terminology and language of the industry/profession ensuring language, literacy and numeracy (LLN) used is appropriate to learner/s
Interpersonal skills may include:	showing respect for the expertise and background of learner/s

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	demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
	modelling facilitation and learning behaviours
	engaging in two-way interaction
	encouraging the expression of diverse views and opinions
	negotiating complex discussions by establishing a supportive environment
	using language and concepts appropriate to cultural differences
	accurately interpreting non-verbal messages
Access and equity considerations may include:	minimising physical barriers
	identifying and addressing direct and indirect barriers to learning
	building on learner strengths
	providing access to a range of resources and/or equipment
	making referrals to a range of relevant agencies
Techniques for learner/s to demonstrate transferability may include:	problem solving
	situated learning
	hypothetical questioning
	opportunities for learner/s to demonstrate autonomy in learning
	opportunities for learner/s to apply the knowledge and skills in different contexts
OHS requirements may include:	reporting procedures
	emergency procedures
Feedback may include:	performance reviews
	formal or informal group or individual discussions

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Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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THHGCS01B Develop and update local knowledge

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to build and maintain the local knowledge that is required to effectively respond to general customer information requests in a range of tourism and hospitality enterprises. This unit reflects a context where the provision of information is not the primary job role (e.g. within an attraction or a restaurant). The unit has a link to unit THTSOP02B Source and provide destination information and advice, (Tourism Training Package) which reflects a context where provision of advice is the primary job role (e.g. a visitor information officer or travel consultant).

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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.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop local knowledge	1.1 Identify and access appropriate sources of information on the local area.
	1.2 Record and file information for further use as appropriate and in accordance with enterprise procedures.
	1.3 Identify and obtain the types of information commonly requested by customers.
2 Update local knowledge	2.1 Identify and use opportunities to update local knowledge.
	2.2 Share updated knowledge with customers and colleagues as appropriate and incorporate into day-to-day working activities.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

sources of information for enterprise and local knowledge

general knowledge of the enterprise, local attractions, events, transport options, general visitor facilities including shopping, currency exchanges, post offices, banks, emergency services.

Linkages to Other Units

This unit underpins effective performance in a range of other units and combined training and assessment may be appropriate. Examples include:

THHBH01B Provide housekeeping services to guests

THHBF010B Provide porter services

THHBF02B Provide accommodation reception services

WRRS2B Advise on products and services

Many other units in the Attractions and Theme Parks Section

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Critical Aspects of Assessment

Evidence of the following is critical:

ability to source accurate and current information on the local area

general knowledge of the local area sufficient to answer commonly asked customer questions as relevant to the job role.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities that allow the candidate to respond to a range of commonly asked customer questions.

Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to different customer service situations can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

project to research information on local area

direct observation of the candidate using local knowledge to answer customer questions

oral or written questions to assess knowledge of local information and information sources

role-play to provide information for variety of different customers

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Organising the enterprise's local information folder (1)

Communicating Ideas and Information

For example:

Explaining the location of the nearest bus stop to a customer (1)

Planning and Organising Activities

For example:

Contacting local attractions to request information brochures for display (1)

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For example:

Assisting a colleague to answer a customer question (1)

Using Mathematical Ideas and Techniques

For example:

Calculating the amount of time to reach a local attraction (1)

Solving Problems

For example:

Helping a lost customer who speaks very little English (1)

Using Technology

For example:

Using the phone or internet to source information on the local area (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

sources of information for enterprise and local knowledge

general knowledge of the enterprise, local attractions, events, transport options, general visitor facilities including shopping, currency exchanges, post offices, banks, emergency services.

Linkages to Other Units

This unit underpins effective performance in a range of other units and combined training and assessment may be appropriate. Examples include:

THHBH01B Provide housekeeping services to guests

THHBF010B Provide porter services

THHBF02B Provide accommodation reception services

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The following examples are appropriate for this unit:

project to research information on local area

direct observation of the candidate using local knowledge to answer customer questions

oral or written questions to assess knowledge of local information and information sources

role-play to provide information for variety of different customers

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Organising the enterprise's local information folder (1)

Communicating Ideas and Information

For example:

Explaining the location of the nearest bus stop to a customer (1)

Planning and Organising Activities

For example:

Contacting local attractions to request information brochures for display (1)

Working with Others and in Teams

For example:

Assisting a colleague to answer a customer question (1)

Using Mathematical Ideas and Techniques

For example:

Calculating the amount of time to reach a local attraction (1)

Solving Problems

For example:

Helping a lost customer who speaks very little English (1)

Using Technology

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For example:

Using the phone or internet to source information on the local area (1)

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The range of local information required will vary according to the particular industry sector, location and individual workplace.

Information must include:

enterprise specific information

local transport options

local attractions

local events

general visitor facilities including shopping locations, currency exchanges, post offices, banks, emergency services.

Information may include:

specific shopping details, markets

restaurants, cafes and other dining venues

other facilities and services such as hairdressers, dentists, travel agencies

theatres and entertainment venues

sporting facilities

tours, local outings and trips

travelling routes

weather conditions.

Sources of information on the local area may include:

brochures

timetables

local visitor guides

library and local council

local people

enterprise information

room directories

maps

Internet.

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Opportunities to update local knowledge may include:

talking and listening to colleagues and customers

participation in local familiarisation tours

visiting the local information centre

personal observation/exploration

watching TV, videos and films

listening to radio

reading local newspapers.

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local people

enterprise information

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room directories

maps

Internet.

Opportunities to update local knowledge may include:

talking and listening to colleagues and customers

participation in local familiarisation tours

visiting the local information centre

personal observation/exploration

watching TV, videos and films

listening to radio

reading local newspapers.

Unit Sector(s)

Not applicable.

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THHGHS03B Provide first aid

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required for the provision of essential first aid in recognising and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required.

It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures.

This unit aligns to the National Guidelines Standards for First Aid Unit A.

This unit deals with the skills and knowledge required for the provision of essential first aid in recognising and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required.

It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures.

This unit aligns to the National Guidelines Standards for First Aid Unit A.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	1.1 Identify physical hazards and risks to personal and others' health and safety.
	1.2 Minimise immediate risks to self and casualty's health and safety by controlling hazards in accordance with occupational health and safety requirements.
	1.3 Assess the situation and decide on actions required, promptly.
	1.4 Seek assistance from appropriate others, as required and at the appropriate time.
2 Apply basic first aid techniques	2.1 Assess the casualty's physical condition and visible vital signs.
	2.2 Provide first aid to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures.
	2.3 Use available first aid equipment as appropriate.
3 Monitor the situation	3.1 Identify and notify back-up services appropriate to the situation.
	3.2 Convey information about the patient's condition accurately and clearly to emergency services personnel or health professionals.
4 Prepare required documentation	4.1 Document emergency situations according to enterprise procedures.
	4.2 Provide reports which are clear, accurate and within required time frames.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

basic anatomy and physiology

resuscitation

bleeding control

care of the unconscious

airway management

basic infection control principles and procedures

legal requirements

duty of care

State and Territory regulatory requirements relating to currency of skill and knowledge

reporting requirements.

Linkages to Other Units

This unit underpins effective performance in the following unit:

THHGHS11A Manage casualty in a remote and/or isolated area

Critical Aspects of Assessment

Look for:

ability to assess situations requiring first aid and to decide on a plan of action including seeking help

ability to apply established first aid principles including:

checking and maintaining the casualty's airway, breathing and circulation

checking the site for danger to self, casualty and others and minimising the danger.

Context of Assessment and Resource Implications

Assessment must ensure:

use of real first aid equipment

use of dummies.

Assessment Methods

Assessment methods must be chosen to ensure that application of accepted first aid techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

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The following examples are appropriate for this unit:

practical demonstration of the use of commonly-used equipment and first aid supplies

explanation about management of a variety of common simulated injury situations

questions to test knowledge of injury situations, types of injury and management of injury situations

review of portfolios of evidence and third party reports of performance of first aid by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Responding to emergency situations requiring first aid interventions

Deciding on actions and interventions within safe parameters (2)

Communicating Ideas and Information

For Example:

Receiving, following and giving instructions to others.

Communicating with emergency services personnel and health professionals (2)

Planning and Organising Activities

For Example:

Planning, organising and prioritising first aid activities (2)

Working with Others and in Teams

For Example:

Working co-operatively with emergency services personnel and health professionals

Clarifying what is required in specific situations (2)

Using Mathematical Ideas and Techniques

For Example:

Calculating dilution rates for antiseptics (1)

Solving Problems

For Example:

Dealing with immediate hazards.

Assessing injuries (2)

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Using Technology

For Example:

Taking temperature (1)

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The following skills and knowledge must be assessed as part of this unit:

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care of the unconscious

airway management

basic infection control principles and procedures

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Key Competencies

Collecting, Organising and Analysing Information

For example:

Responding to emergency situations requiring first aid interventions

Deciding on actions and interventions within safe parameters (2)

Communicating Ideas and Information

For Example:

Receiving, following and giving instructions to others.

Communicating with emergency services personnel and health professionals (2)

Planning and Organising Activities

For Example:

Planning, organising and prioritising first aid activities (2)

Working with Others and in Teams

For Example:

Working co-operatively with emergency services personnel and health professionals

Clarifying what is required in specific situations (2)

Using Mathematical Ideas and Techniques

For Example:

Calculating dilution rates for antiseptics (1)

Solving Problems

For Example:

Dealing with immediate hazards.

Assessing injuries (2)

Using Technology

For Example:

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Taking temperature (1)

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include:

checking and maintaining the casualty's airway, breathing and circulation

checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:

workplace hazards such as fire, floods, violent persons

environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,

proximity of other people

hazards associated with the casualty management processes.

Risks may include:

worksite equipment, machinery and substances

bodily fluids

risk of further injury to the casualty

risks associated with the proximity of other workers and bystanders.

First aid management will need to account for:

location and nature of the work environment

environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,

the level of knowledge, skills, training and experience of the person administering first aid

familiarity with particular injuries

legal issues that affect the provision of first aid in different industry sectors

the characteristics of the site where the injury occurs

the nature of the injury and its cause

infection control procedures

availability of first aid equipment, medications and kits or other suitable alternative aids

proximity and availability of trained paramedical and medical/health professional assistance

the patient's cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate and breathing rates

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unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include:

breathing

circulation

consciousness.

Injuries may include:

abdominal trauma

allergic reactions

bleeding

chemical contamination

choking

cold injuries

cardio-vascular failure

dislocations and fractures

drowning

poisoning and toxic substances

medical conditions including epilepsy, diabetes, asthma

eye injuries

head injuries

minor skin injuries

neck and spinal injuries

needle stick injuries

puncture wounds and cuts

crush injuries

shock

smoke inhalation

sprains and strains

substance abuse

unconsciousness

infections

inhalation of toxic fumes and airborne dusts

bone and joint injuries

eye injuries

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burns and scalds, thermal, chemical, friction and electrical

bites or stings.

Injuries may involve:

unconsciousness

confusion

tremors

rigidity

numbness

inability to move body parts

pain

delirium

external bleeding

internal bleeding

heat exhaustion

hypothermia

pre-existing illness.

Appropriate others from whom assistance may be sought may include:

emergency services personnel

health professionals

colleagues

customers

passers by.

Assistance may include, **as appropriate to emergency situations**:

maintaining site safety and minimising the risk of further injury or injury to others

making the casualty comfortable and ensuring maximum safety

assessment of injury situations

providing first aid including managing bleeding through the application of tourniquets, pressure and dressings

giving CPR and mouth-to-mouth resuscitation

giving reassurance and comfort

raising the alarm with emergency services or health professionals

removing debris.

First aid and emergency equipment may include:

first aid kit

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pressure and other bandages

thermometers

eyewash

thermal blankets

pocket face masks

rubber gloves

dressings

flags and flares

fire extinguishers

communication equipment such as mobile phones, satellite phone, radio.

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include:

checking and maintaining the casualty's airway, breathing and circulation

checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:

workplace hazards such as fire, floods, violent persons

environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,

proximity of other people

hazards associated with the casualty management processes.

Risks may include:

worksite equipment, machinery and substances

bodily fluids

risk of further injury to the casualty

risks associated with the proximity of other workers and bystanders.

First aid management will need to account for:

location and nature of the work environment

environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,

the level of knowledge, skills, training and experience of the person administering first aid

familiarity with particular injuries

legal issues that affect the provision of first aid in different industry sectors

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the characteristics of the site where the injury occurs

the nature of the injury and its cause

infection control procedures

availability of first aid equipment, medications and kits or other suitable alternative aids

proximity and availability of trained paramedical and medical/health professional assistance

the patient's cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate and breathing rates

unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include:

breathing

circulation

consciousness.

Injuries may include:

abdominal trauma

allergic reactions

bleeding

chemical contamination

choking

cold injuries

cardio-vascular failure

dislocations and fractures

drowning

poisoning and toxic substances

medical conditions including epilepsy, diabetes, asthma

eye injuries

head injuries

minor skin injuries

neck and spinal injuries

needle stick injuries

puncture wounds and cuts

crush injuries

shock

smoke inhalation

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sprains and strains

substance abuse

unconsciousness

infections

inhalation of toxic fumes and airborne dusts

bone and joint injuries

eye injuries

burns and scalds, thermal, chemical, friction and electrical

bites or stings.

Injuries may involve:

unconsciousness

confusion

tremors

rigidity

numbness

inability to move body parts

pain

delirium

external bleeding

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heat exhaustion

hypothermia

pre-existing illness.

Appropriate others from whom assistance may be sought may include:

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Assistance may include, **as appropriate to emergency situations**:

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making the casualty comfortable and ensuring maximum safety

assessment of injury situations

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First aid and emergency equipment may include:

first aid kit

pressure and other bandages

thermometers

eyewash

thermal blankets

pocket face masks

rubber gloves

dressings

flags and flares

fire extinguishers

communication equipment such as mobile phones, satellite phone, radio.

Unit Sector(s)

Not applicable.

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THHGLE12B Develop and manage marketing strategies

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to develop and manage marketing plans and strategies within a tourism and hospitality context. It focuses on planning, monitoring and evaluation. The actual conduct of activities, which generally takes place within the framework of marketing plans, is covered in various other units such as THHGCS07B Co-ordinate marketing activities and THTSMA01B Co-ordinate the production of brochures and marketing materials. This unit equate to the units BSBMKG01A Research the market and BSBMKG403A Develop marketing strategies in the Business Services Training Package.

This unit deals with the skills and knowledge required to develop and manage marketing plans and strategies within a tourism and hospitality context. It focuses on planning, monitoring and evaluation. The actual conduct of activities, which generally takes place within the framework of marketing plans, is covered in various other units such as THHGCS07B Co-ordinate marketing activities and THTSMA01B Co-ordinate the production of brochures and marketing materials. This unit equate to the units BSBMKG01A Research the market and BSBMKG403A Develop marketing strategies in the Business Services Training Package

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Collect and analyse information on the internal business environment	1.1 Identify and confirm core activities, customer base, business values and current business direction.
	1.2 Identify and analyse information on current and past marketing and its effectiveness.
	1.3 Review performance information from all areas of the business to identify strengths, weaknesses and critical success factors.
	1.4 Identify and record current capabilities and resources, including the need for specialist assistance.
	1.5 Identify any under-performing products and services and analyse and report on reasons for under-performance.
	1.6 Record and report information in accordance with enterprise requirements.
2 Collect and analyse information on the external business environment	2.1 Identify and analyse information on expected market growth or decline with associated risk factors.
	2.2 Record and analyse projected changes in the labour force, population and economic activity.
	2.3 Gather and analyse comparative market information.
	2.4 Identify and analyse industry and customer trends and developments, including emerging issues and technology.
	2.5 Identify and analyse the legal, ethical and environmental constraints of the market and potential business impacts.

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		2.6	Record and report information in accordance with enterprise requirements.
3	Prepare marketing strategies or plans	3.1	Identify and analyse opportunities based on internal and external market analysis.
		3.2	Develop strategies that are consistent with the direction, values and business plans of the enterprise.
		3.3	Develop strategies in consultation with key stakeholders.
		3.4	Prepare marketing strategies to meet legal and ethical requirements.
		3.5	Provide timely opportunities for colleagues to contribute to the marketing plan.
		3.6	Submit marketing plan for approval where appropriate in accordance with enterprise policy.
4	Implement and monitor marketing activities	4.1	Define and communicate clearly all priorities, responsibilities, timelines and budgets, involving all appropriate colleagues.
		4.2	Implement and monitor actions detailed in the plan in a cost-efficient manner and according to schedule and contingencies.
		4.3	Produce reports in accordance with enterprise policy.
		4.4	Share information on marketing activities with operational staff to maintain awareness of current enterprise focus.
5	Conduct ongoing evaluation	5.1	Evaluate marketing activities using agreed methods and benchmarks.
		5.2	Make adjustments in accordance with evaluation.
		5.3	Communicate and implement agreed changes promptly.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

data collection tools and methodologies

marketing planning techniques and formats

internal and external issues which impact on market planning in a given industry context

in-depth knowledge of tourism and hospitality industry marketing and distribution networks

legal issues that impact on marketing activities including Trade Practices and Fair Trading legislation

research and analytical skills to analyse internal and external business environments.

Linkages to Other Units

There is a very strong link between this unit and the following unit Both units focus on planning and depending upon the industry sector and workplace, combined delivery and assessment may be appropriate.

THHGLE03B Develop and implement operational plans

Note: Knowledge of specific legal issues is required within this unit. This means that there is some duplication with the generic unit THHGLE20B Develop and update the legal knowledge required for business compliance. Repetition should be avoided in training and assessment.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Critical Aspects of Assessment

Evidence of the following is critical:

ability to develop a marketing strategy for a specific tourism and/or hospitality product, service or enterprise. Plans should identify current and relevant industry enterprise marketing issues and include a detailed, realistic implementation program

knowledge and understanding of specific implementation and monitoring issues.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities conducted over a period of time to allow the candidate to both develop and implement a marketing strategy for a given product or service

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development and implementation of a marketing strategy which targets and involves individuals or businesses who have a genuine interest or potential in purchasing the product or service

involvement of stakeholders in the planning process

involvement of customers to whom products and services are marketed.

Assessment Methods

Assessment methods must be chosen to ensure that marketing planning and implementation can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of the marketing aspects of a project conducted by the candidate either alone or in conjunction with industry

evaluation of reports prepared by the candidate detailing marketing plans and results achieved

case studies to assess application of marketing planning to different industry situations and contexts

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Sourcing and analysing destination visitation data for its impact on a particular product or service (3)

Communicating Ideas and Information

For example:

Writing a marketing plan (3)

Planning and Organising Activities

For example:

Co-ordinating the consultation and research phases for the development of a marketing plan (3)

Working with Others and in Teams

For example:

Conducting a brainstorming session to gain staff input into the planning process (3)

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Using Mathematical Ideas and Techniques

For example:

Calculating budget figures for marketing activities (1)

Solving Problems

For example:

Developing new marketing approaches for products or services which have so far failed to meet performance expectations (3)

Using Technology

For example:

Integrating new technology into various marketing activities (2)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

data collection tools and methodologies

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internal and external issues which impact on market planning in a given industry context

in-depth knowledge of tourism and hospitality industry marketing and distribution networks

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Assessment must ensure:

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Solving Problems

For example:

Developing new marketing approaches for products or services which have so far failed to meet performance expectations (3)

Using Technology

For example:

Integrating new technology into various marketing activities (2)

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Marketing plans and strategies may be for:

a specific product or service (new or existing)

a small/medium sized business enterprise

a destination

a single event.

Sources of information may include:

peers

Internet

official statistics

government agencies

industry associations

business advisory services

financial institutions

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industry publications.

Capabilities and resources may include:

human resources

financial resources

equipment capacity

staff skill levels

hours of operation

communication capabilities

location/position

e-business.

Trends and developments may be:

economic

ecological/environmental

government activities

social and cultural

demographic

technology

industrial.

Comparative market information may include:

best practice information

benchmarking

competitor information.

Legal and ethical constraints may include:

legislation

regulation

codes of practice

cultural expectations and influences

social responsibilities (e.g. protection of children, environmental issues).

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Legal and ethical constraints may include:

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legislation

regulation

codes of practice

cultural expectations and influences

social responsibilities (e.g. protection of children, environmental issues).

Unit Sector(s)

Not applicable.

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THHGLE22A Manage risk

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to create, implement and monitor risk management strategies in a range of tourism and hospitality contexts. This role could be undertaken by different people depending upon the industry context (eg. tour guides, event managers, operations managers). This unit is very closely related to the unit THHGLE04B Establish and maintain a safe and secure workplace and care should be taken to avoid duplication in training and assessment. This unit equates to unit BSBMGT615A Manage risk in the Business Services Training Package.

This unit describes the skills and knowledge required to create, implement and monitor risk management strategies in a range of tourism and hospitality contexts. This role could be undertaken by different people depending upon the industry context (eg. tour guides, event managers, operations managers). This unit is very closely related to the unit THHGLE04B Establish and maintain a safe and secure workplace and care should be taken to avoid duplication in training and assessment. This unit equates to unit BSBMGT615A Manage risk in the Business Services Training Package

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.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop risk management strategies	1.1 Identify and document risks for a specific environment to include levels of probability and likely impacts.
	1.2 Integrate the perspective of all stakeholders when identifying risks.
	1.3 Develop and document contingency plans and procedures for risk elimination, minimisation and monitoring in consultation with colleagues and other stakeholders.
	1.4 Develop and document communication and reporting mechanisms in relation to identified risks including accountability and incident reporting.
	1.5 Establish mechanisms for the training and education of relevant colleagues and stakeholders.
	1.6 Establish procedures for ongoing identification of risks.
2 Implement risk management strategies	2.1 Monitor activities to identify potential risk on a continuous basis.
	2.2 Eliminate unacceptable risks wherever practicable in accordance with agreed strategies.
	2.3 Minimise risks that cannot be eliminated in accordance with agreed strategies.
	2.4 Monitor risks classified as low in accordance with agreed strategies.
3 Monitor risk management strategies	3.1 Make evaluation of risk management a key component of all projects/activities.
	3.2 Analyse incidents that indicate a "near miss" and review strategies on each occasion.
	3.3 Feed information on risk management into the organisation's overall health, safety and security planning processes at timely intervals.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

types of risks that apply within a given industry sector or context

legal requirements to be considered within a risk management context

OH&S and environmental requirements in a given workplace

relevant industrial awards and agreement that impact on risk management

overall emergency plans that apply to a specific industry context or enterprise

strategic, tactical and operational plans and their impact on risk management in a given context.

Linkages to Other Units

This unit has strong linkage to many other units and combined assessment and/or training is recommended. Examples include:

All event management units

THHGLE20B Develop and maintain the legal knowledge required for business compliance

THHGLE04B Establish and maintain a safe and secure workplace

THTFTG04B Co-ordinate and operate a tour

Critical Aspects of Assessment

Evidence of the following is critical:

ability to demonstrate a systematic approach to the identification or risks and the development of strategies to address those risks

knowledge of the types of risks of particular relevance to a given industry sector.

Context of Assessment and Resource Implications

Assessment must ensure:

development of risk management strategies for a nominated workplace, activity or project and implementation within the relevant fully operational commercial environment (eg. at an event location, on tour)

application of current industry guidelines, codes of practice and legislation in relation to risk management

involvement of colleagues and stakeholders in the consultation and education process.

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Assessment Methods

Assessment methods must be chosen to ensure that ability to manage risk can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of risk management strategies and procedures prepared by the candidate for a given workplace

evaluation of the implementation process through interviews with key stakeholders or review of reports

case studies and problem solving to assess application of knowledge to specific operations and situations

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Gathering information to conduct a risk management audit (3)

Communicating Ideas and Information

For example:

Educating colleagues about the importance of risk management (3)

Planning and Organising Activities

For example:

Developing systems and procedures to eliminate or minimise risk (3)

Working with Others and in Teams

For example:

Consulting with colleagues on the effectiveness of strategies (3)

Using Mathematical Ideas and Techniques

For example:

Calculating the probability of risks (2)

Solving Problems

For example:

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Adjusting a long-established operational procedure to minimise risk (3)

Using Technology

For example:

Distributing regular risk management updates across the organisation (2)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

types of risks that apply within a given industry sector or context

legal requirements to be considered within a risk management context

OH&S and environmental requirements in a given workplace

relevant industrial awards and agreement that impact on risk management

overall emergency plans that apply to a specific industry context or enterprise

strategic, tactical and operational plans and their impact on risk management in a given context.

Linkages to Other Units

This unit has strong linkage to many other units and combined assessment and/or training is recommended. Examples include:

All event management units

THHGLE20B Develop and maintain the legal knowledge required for business compliance

THHGLE04B Establish and maintain a safe and secure workplace

THTFTG04B Co-ordinate and operate a tour

Critical Aspects of Assessment

Evidence of the following is critical:

ability to demonstrate a systematic approach to the identification or risks and the development of strategies to address those risks

knowledge of the types of risks of particular relevance to a given industry sector.

Context of Assessment and Resource Implications

Assessment must ensure:

development of risk management strategies for a nominated workplace, activity or project and implementation within the relevant fully operational commercial environment (eg. at an event location, on tour)

application of current industry guidelines, codes of practice and legislation in relation to risk management

involvement of colleagues and stakeholders in the consultation and education process.

Assessment Methods

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Assessment methods must be chosen to ensure that ability to manage risk can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of risk management strategies and procedures prepared by the candidate for a given workplace

evaluation of the implementation process through interviews with key stakeholders or review of reports

case studies and problem solving to assess application of knowledge to specific operations and situations

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

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Communicating Ideas and Information

For example:

Educating colleagues about the importance of risk management (3)

Planning and Organising Activities

For example:

Developing systems and procedures to eliminate or minimise risk (3)

Working with Others and in Teams

For example:

Consulting with colleagues on the effectiveness of strategies (3)

Using Mathematical Ideas and Techniques

For example:

Calculating the probability of risks (2)

Solving Problems

For example:

Adjusting a long-established operational procedure to minimise risk (3)

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Using Technology

For example:

Distributing regular risk management updates across the organisation (2)

Range Statement

This unit applies to all tourism and hospitality enterprises. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Risks may include:

health

injury

product failure

damage to property or equipment

industrial dispute

professional incompetence

natural disasters

security failure

system or equipment failure

financial loss

political events.

Specific environments may include any environment where workplace activities are undertaken including:

offices

kitchens

bars and restaurants

accommodation establishments

event venues

outdoor event venues

natural environments

grandstands

mosh pits

racecourses

attractions and theme parks

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aquatic venues.

Stakeholders may include:

customers

colleagues

suppliers/contractors

athletes

performers

participants

audience.

A "near miss" refers to an event or incident which in other circumstances may have resulted in an injury to a person, damage to property or some other negative impact on the organisation or community.

This unit applies to all tourism and hospitality enterprises. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

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event venues

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outdoor event venues

natural environments

grandstands

mosh pits

racecourses

attractions and theme parks

aquatic venues.

Stakeholders may include:

customers

colleagues

suppliers/contractors

athletes

performers

participants

audience.

A "near miss" refers to an event or incident which in other circumstances may have resulted in an injury to a person, damage to property or some other negative impact on the organisation or community.

Unit Sector(s)

Not applicable.

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THTFAT03B Provide a site briefing or scripted commentary

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge to provide a site briefing or scripted commentary for customers. As such, it requires the application of basic group communication and presentation techniques and the ability to deliver information effectively in a group situation. Generally the information would have been prepared or scripted by others. The unit does not therefore include the skills to develop and present commentaries or activities to the level required by a fully competent Guide. Those skills are found in the units THTFTG06B Prepare and present tour commentaries or activities and THTPPD05B Plan and develop interpretive activities.

This unit deals with the skills and knowledge to provide a site briefing or scripted commentary for customers. As such, it requires the application of basic group communication and presentation techniques and the ability to deliver information effectively in a group situation. Generally the information would have been prepared or scripted by others. The unit does not therefore include the skills to develop and present commentaries or activities to the level required by a fully competent Guide. Those skills are found in the units THTFTG06B Prepare and present tour commentaries or activities and THTPPD05B Plan and develop interpretive activities

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Present information to customers	1.1 Welcome customers courteously according to enterprise procedures.
	1.2 Provide customers with comprehensive, accurate and relevant information including any special requirements or directions.
	1.3 Outline health and safety requirements according to enterprise procedures and specific restrictions.
	1.4 Prepare customers appropriately for potential environment changes and situations which may occur.
	1.5 Answer customer questions. in a courteous and friendly manner.
2 Enhance the presentation of information	2.1 Use communication and presentation techniques to enhance customer enjoyment of the experience
	2.2 Ensure that personal presentation, appearance and grooming is appropriate to the environment.
	2.3 Use positive and welcoming body language to the customer.
	2.4 Show cultural and social sensitivity during the briefing.
	2.5 Make use of technical presentation resources and use these correctly.
3 Liaise with team members	3.1 Maintain communication and co-operation with other team members/operators to ensure safe and efficient operations.
	3.2 Give correct and accurate signals where appropriate.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

health and safety requirements for specific events/locations

emergency procedures for specific events/locations

instructions to be given to customers

basic group presentation techniques including:

voice projection

body language

tailoring language to meet different group needs.

Linkages to Other Units

This unit has strong linkages to other Attractions and Theme Park units and combined training and assessment may be appropriate. For example:

THTFAT04B Operate a ride location

THTFAT06B Maintain safety in water based rides

THTFAT10B Operate an animal enclosure/exhibit

Critical Aspects of Assessment

Evidence of the following is critical:

knowledge of health, safety and emergency procedures

ability to clearly communicate information to customers

ability to use simple group presentation techniques to enhance briefing

Context of Assessment and Resource Implications

Assessment must ensure:

demonstration of skills through the presentation of a briefing or scripted commentary in an environment where such an event would generally take place (i.e. at a visitor site, within an attraction)

use of appropriate equipment to provide the briefing or scripted commentary.

Assessment Methods

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Assessment methods must be chosen to ensure that the skills required to conduct a pre-event briefing can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate providing a briefing or scripted commentary

written or oral questions or interview to test knowledge of occupational health and safety issues and requirements

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

Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Reviewing scripted information in preparation for delivery (1)

Communicating Ideas and Information

For example:

Delivering information on health and safety requirements or site features (2)

Planning and Organising Activities

For example:

Organizing a series of briefings (1)

Working with Others and in Teams

For example:

Co-ordinating timings with colleagues (1)

Using Mathematical Ideas and Techniques

For example:

Timing the delivery length of a briefing (1)

Solving Problems

For example:

Dealing with a situation when amplification equipment fails (1)

Using Technology

For example:

Using a microphone to deliver the briefing (1)

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Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

health and safety requirements for specific events/locations

emergency procedures for specific events/locations

instructions to be given to customers

basic group presentation techniques including:

voice projection

body language

tailoring language to meet different group needs.

Linkages to Other Units

This unit has strong linkages to other Attractions and Theme Park units and combined training and assessment may be appropriate. For example:

THTFAT04B Operate a ride location

THTFAT06B Maintain safety in water based rides

THTFAT10B Operate an animal enclosure/exhibit

Critical Aspects of Assessment

Evidence of the following is critical:

knowledge of health, safety and emergency procedures

ability to clearly communicate information to customers

ability to use simple group presentation techniques to enhance briefing

Context of Assessment and Resource Implications

Assessment must ensure:

demonstration of skills through the presentation of a briefing or scripted commentary in an environment where such an event would generally take place (i.e. at a visitor site, within an attraction)

use of appropriate equipment to provide the briefing or scripted commentary.

Assessment Methods

Assessment methods must be chosen to ensure that the skills required to conduct a pre-event briefing can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate providing a briefing or scripted commentary

written or oral questions or interview to test knowledge of occupational health and safety issues and requirements

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Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Reviewing scripted information in preparation for delivery (1)

Communicating Ideas and Information

For example:

Delivering information on health and safety requirements or site features (2)

Planning and Organising Activities

For example:

Organizing a series of briefings (1)

Working with Others and in Teams

For example:

Co-ordinating timings with colleagues (1)

Using Mathematical Ideas and Techniques

For example:

Timing the delivery length of a briefing (1)

Solving Problems

For example:

Dealing with a situation when amplification equipment fails (1)

Using Technology

For example:

Using a microphone to deliver the briefing (1)

Range Statement

This unit applies mainly to the tourist attractions and theme park sector of the tourism industry but may also be appropriate in other contexts. The following explanations identify how this unit may be applied in different workplaces and circumstances.

Briefings or scripted commentaries may used in the following contexts:

site tours

shows or entertainment sessions

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safety briefings

rides

demonstrations

crowd information sessions.

Health and safety requirements may be related to:

dress restrictions

areas which are off-limits

guidance on using equipment

emergency procedures

restrictions on talking or making noise in an area.

Communication resources may include:

microphone

loud speaker

video presentation

monitors

actors - scripted show.

This unit applies mainly to the tourist attractions and theme park sector of the tourism industry but may also be appropriate in other contexts. The following explanations identify how this unit may be applied in different workplaces and circumstances.

Briefings or scripted commentaries may used in the following contexts:

site tours

shows or entertainment sessions

safety briefings

rides

demonstrations

crowd information sessions.

Health and safety requirements may be related to:

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areas which are off-limits

guidance on using equipment

emergency procedures

restrictions on talking or making noise in an area.

Communication resources may include:

microphone

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loud speaker

video presentation

monitors

actors - scripted show.

Unit Sector(s)

Not applicable.

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THTFME03A Develop and update event industry knowledge

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to develop and update general knowledge of the meetings and events industry including industry structure, legal issues and current technology. This knowledge underpins effective performance in all meeting and event organisation and management roles.

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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

Element	Performance Criteria

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1	Source and apply information on the structure and operation of the event industry	1.1	Identify sources of information on the event industry correctly including information relating to: ; industry structure; different event types and staging elements; event protocols; major industry bodies/associations; impacts of events on local economies; career opportunities.
		1.2	Use knowledge of the event industry in the correct context to enhance the quality of work performance.
2	Source and apply information on ethical and legal issues for the event industry	2.1	Obtain information on legal and ethical issues to assist effective work performance.
		2.2	Conduct day-to-day event organisation activities in accordance with legal obligations and ethical industry practices.
3	Source and apply information on event industry technology	3.1	Obtain information on current and emerging technologies that impact on the event organisation process.
		3.2	Assess the potential effects of different technologies on the event organisation process.
		3.3	Apply knowledge of current and emerging technology in day-to-day work activities.
4	Update event industry knowledge	4.1	Identify and use a range of opportunities to update knowledge of the events industry.
		4.2	Monitor current issues of concern to the industry.
		4.3	Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

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main types of events as listed in the Range Statement including the following for different event types:

objectives/roles

scope

nature of audience

key stakeholders

key elements of staging an event

structure and function of the events industry, including:

relationships between the events industry and other industries such as tourism, hospitality and entertainment

businesses and organisations involved in the industry

key motivations for hosting events

the role and impact of events on local economies

legal and ethical issues that impact on event management including overview of relevant legislation

current and emerging technology for different aspects of the event management process.

Linkages to Other Units

This unit underpins effective performance in all other event management related units. It is also an extension of the following units and combined training and assessment is appropriate:

THHHCO01B Develop and update hospitality industry knowledge

THTTCO01B Develop and update tourism industry knowledge

Critical Aspects of Assessment

Evidence of the following is critical:

general knowledge of the events industry as listed under Essential Knowledge and Skills

understanding of how industry knowledge can be applied to work activities to maximise effective performance

knowledge of ways to maintain currency of knowledge.

Context of Assessment and Resource Implications

Assessment must ensure:

application of knowledge to specific event organisational contexts.

Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to event organisation activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

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The following examples are appropriate for this unit:

case studies and problem solving to assess application of knowledge to different event organisation situations and contexts

questions to assess knowledge of different aspects of the events industry as detailed in the Evidence Guide

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Deciding whether to join an industry association based on evaluation of promotional materials (2)

Communicating Ideas and Information

For example:

Liaising with clients on protocol requirements for a given event (1)

Planning and Organising Activities

For example:

Organising a personal program of professional development activities for the upcoming year (1)

Working with Others and in Teams

For example:

Discussing industry developments with colleagues (1)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Respond to situation organising a particular type of event that includes components of which you have no knowledge (1)

Using Technology

For example:

Using the Internet to source information on the events industry (1)

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Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

main types of events as listed in the Range Statement including the following for different event types:

objectives/roles

scope

nature of audience

key stakeholders

key elements of staging an event

structure and function of the events industry, including:

relationships between the events industry and other industries such as tourism, hospitality and entertainment

businesses and organisations involved in the industry

key motivations for hosting events

the role and impact of events on local economies

legal and ethical issues that impact on event management including overview of relevant legislation

current and emerging technology for different aspects of the event management process.

Linkages to Other Units

This unit underpins effective performance in all other event management related units. It is also an extension of the following units and combined training and assessment is appropriate:

THHHCO01B Develop and update hospitality industry knowledge

THTTCO01B Develop and update tourism industry knowledge

Critical Aspects of Assessment

Evidence of the following is critical:

general knowledge of the events industry as listed under Essential Knowledge and Skills

understanding of how industry knowledge can be applied to work activities to maximise effective performance

knowledge of ways to maintain currency of knowledge.

Context of Assessment and Resource Implications

Assessment must ensure:

application of knowledge to specific event organisational contexts.

Assessment Methods

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Assessment methods must be chosen to ensure that the application of knowledge to event organisation activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and problem solving to assess application of knowledge to different event organisation situations and contexts

questions to assess knowledge of different aspects of the events industry as detailed in the Evidence Guide

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

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For example:

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For example:

Liaising with clients on protocol requirements for a given event (1)

Planning and Organising Activities

For example:

Organising a personal program of professional development activities for the upcoming year (1)

Working with Others and in Teams

For example:

Discussing industry developments with colleagues (1)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Respond to situation organising a particular type of event that includes components of which you have no knowledge (1)

Using Technology

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For example:

Using the Internet to source information on the events industry (1)

Range Statement

This unit applies to any enterprise involved in event management. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Events refers to all types of events including:

conferences

symposia

exhibitions

festivals

promotions

shows

sporting events

parades

cultural celebrations

trade and consumer shows

social events

public events

corporate events

charitable, fund-raising events.

Opportunities to update knowledge may include:

industry seminars

training courses

industry association membership

participation in events industry association activities

informal networking with colleagues

reading industry journals

web research.

Ethical industry practices in the context of events may include:

commission procedures

bookings at venues

confidentiality

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overbooking

sub-contracting

pricing.

Legal issues in the context of events may include:

public liability

duty of care

licensing

risk management

occupational health and safety

Technologies that impact on the event organisation process may relate to:

project management systems

delegate registration and tracking systems

CAD systems

Internal venue booking systems.

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confidentiality

overbooking

sub-contracting

pricing.

Legal issues in the context of events may include:

public liability

duty of care

licensing

risk management

occupational health and safety

Technologies that impact on the event organisation process may relate to:

project management systems

delegate registration and tracking systems

CAD systems

Internal venue booking systems.

Unit Sector(s)

Not applicable.

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THTFTG07B Research and share general information on Australian indigenous cultures

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to research and share information about Australian Indigenous societies in a culturally-appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation. This unit does not include in-depth interpretation of local Australian Indigenous cultures.

This unit deals with the skills and knowledge required to research and share information about Australian Indigenous societies in a culturally-appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation. This unit does not include in-depth interpretation of local Australian Indigenous cultures

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.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Research general information on Australian indigenous cultures	1.1 Identify sources of information about Australian Indigenous cultures correctly.
	1.2 Interpret written sources of information accurately, extract the required information and check with local communities prior to use.
	1.3 Access information from other than written sources in a culturally appropriate way.
	1.4 Contact appropriate community members and seek guidance on how information should be used in a tourism context.
	1.5 Demonstrate behaviour which shows respect for local Australian Indigenous culture and customs and follow correct protocols when seeking information.
	1.6 Share knowledge gained with work colleagues to increase cultural awareness and understanding in the organisation.
2 Share general information with customers on Australian indigenous cultures	2.1 Identify and use indigenous interpreters where possible and within scope of individual responsibility.
	2.2 Provide customers with guidance on appropriate behaviours when interacting with indigenous interpreters or communities.
	2.3 Share accurate information with customers.
	2.4 Include reference to the diversity of Australian indigenous cultures when sharing information
	2.5 Share information in a manner which shows respect for local community values and customs.
	2.6 Share information in a manner which enhances customer understanding of Australian indigenous cultures.
	2.7 Answer customer questions in a polite and friendly

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manner and in accordance with community wishes about what information can be shared with customers.

2.8 Respond to culturally inappropriate customer behaviour promptly and in a manner that minimises the likelihood of offence being taken by all parties.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

methods of researching and recording information generally available about Australian indigenous cultures

protocols for sharing information about Australian indigenous cultures

copyright and intellectual property issues associate with the sharing of information

communication skills, including cross cultural skills and awareness of communication from an indigenous perspective.

Linkages to Other Units

This unit has strong linkages to a range of other guiding and tour operations units and combined assessment and/or training would be appropriate. Examples are:

THTFTG08B Interpret aspects of local Australian indigenous culture

THTFTG06B Prepare and present interpretive tour commentaries and activities

Critical Aspects of Assessment

Evidence of the following is critical:

knowledge of the protocols that apply to researching and sharing information generally available about Australian Indigenous cultures

ability to research and share information in a culturally appropriate way

general knowledge of Australian Indigenous cultures as appropriate to the region.

Assessment must take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.

Context of Assessment and Resource Implications

Assessment must ensure:

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involvement of appropriate people accepted by the local community in the assessment process

interaction with Australian Indigenous Communities to obtain information

sharing of information with a customer group within a commercially-realistic and operational guiding environment (e.g. at a tourist site, on a coach tour).

Assessment Methods

Assessment methods must be chosen to ensure that the ability to source and share information in a culturally appropriate way can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate sharing information about Australian Indigenous culture with customers

oral or written questions or interview to evaluate the process undertaken by the candidate to source information

case studies to assess ability to apply correct protocols to particular situations

oral or written questions to assess knowledge of protocols and other issues

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Collecting, evaluating and checking information from different sources (3)

Communicating Ideas and Information

For example:

Answering a customer question on a topic of great cultural sensitivity for the local Australian Indigenous community (3)

Planning and Organising Activities

For example:

Organising a research program in preparation for a specific tour focusing on Australia's indigenous culture (2)

Working with Others and in Teams

For example:

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Developing and maintaining rapport with representatives of the local Australian Indigenous community (3)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Dealing with inappropriate customer behaviour at a cultural site (3)

Using Technology

For example:

Recording information on a computer (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

methods of researching and recording information generally available about Australian indigenous cultures

protocols for sharing information about Australian indigenous cultures

copyright and intellectual property issues associate with the sharing of information

communication skills, including cross cultural skills and awareness of communication from an indigenous perspective.

Linkages to Other Units

This unit has strong linkages to a range of other guiding and tour operations units and combined assessment and/or training would be appropriate. Examples are:

THTFTG08B Interpret aspects of local Australian indigenous culture

THTFTG06B Prepare and present interpretive tour commentaries and activities

Critical Aspects of Assessment

Evidence of the following is critical:

knowledge of the protocols that apply to researching and sharing information generally available about Australian Indigenous cultures

ability to research and share information in a culturally appropriate way

general knowledge of Australian Indigenous cultures as appropriate to the region.

Assessment must take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.

Context of Assessment and Resource Implications

Assessment must ensure:

involvement of appropriate people accepted by the local community in the assessment process

interaction with Australian Indigenous Communities to obtain information

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sharing of information with a customer group within a commercially-realistic and operational guiding environment (e.g. at a tourist site, on a coach tour).

Assessment Methods

Assessment methods must be chosen to ensure that the ability to source and share information in a culturally appropriate way can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate sharing information about Australian Indigenous culture with customers

oral or written questions or interview to evaluate the process undertaken by the candidate to source information

case studies to assess ability to apply correct protocols to particular situations

oral or written questions to assess knowledge of protocols and other issues

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Collecting, evaluating and checking information from different sources (3)

Communicating Ideas and Information

For example:

Answering a customer question on a topic of great cultural sensitivity for the local Australian Indigenous community (3)

Planning and Organising Activities

For example:

Organising a research program in preparation for a specific tour focusing on Australia's indigenous culture (2)

Working with Others and in Teams

For example:

Developing and maintaining rapport with representatives of the local Australian Indigenous community (3)

Using Mathematical Ideas and Techniques

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Not Applicable

Solving Problems

For example:

Dealing with inappropriate customer behaviour at a cultural site (3)

Using Technology

For example:

Recording information on a computer (1)

Range Statement

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

In this unit, information refers to the range of information that is generally available to the wider community.

Research may include:

talking and listening to Australian Indigenous people

organising information from personal memory and experiences

watching TV, videos and films

listening to radio

reading books and other references

Internet

museum research.

Information may be about:

Australian Indigenous countries across Australia

specific Australian Indigenous countries.

Information may cover but is not limited to the following topics:

history, pre and post European contact

traditional life and culture

contemporary indigenous life and culture

art and music

dance

bushcraft/bushfood/bush medicine

tools and implements

land ownership

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cultural sites.

Cultural sites may include:

galleries

cultural centres

natural sites

occupation sites (e.g. middens).

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

In this unit, information refers to the range of information that is generally available to the wider community.

Research may include:

talking and listening to Australian Indigenous people

organising information from personal memory and experiences

watching TV, videos and films

listening to radio

reading books and other references

Internet

museum research.

Information may be about:

Australian Indigenous countries across Australia

specific Australian Indigenous countries.

Information may cover but is not limited to the following topics:

history, pre and post European contact

traditional life and culture

contemporary indigenous life and culture

art and music

dance

bushcraft/bushfood/bush medicine

tools and implements

land ownership

cultural sites.

Cultural sites may include:

galleries

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cultural centres

natural sites

occupation sites (e.g. middens).

Unit Sector(s)

Not applicable.

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THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to research and update the specialised information required by some guides. For example, guides who work in cultural centres will require specific information related to the centre's cultural focus. General knowledge (e.g. about Australia and a given region) is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides. The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.

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

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Element	Performance Criteria
1 Research specialised information for presentation	1.1 Identify correctly the key sources of information on a specialised topic.
	1.2 Use formal and informal research techniques correctly and appropriately to access current, accurate and relevant information on a specialised topic.
	1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues.
	1.4 Make subjects of potential customer interest the focus of research activities.
2 Prepare specialised information for guiding activities	2.1 Organise information in a manner which reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity.
	2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs.
3 Update knowledge of specialised information	3.1 Identify and use opportunities to maintain current knowledge about a specialised topic.
	3.2 Incorporate updated knowledge into day-to-day guiding activities.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

relationship between the guide's interpretation of knowledge and the quality of the customer experience

research techniques for acquiring and maintaining current knowledge of a specialised topic

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detailed knowledge of a specific environment of visitor interest to a level of depth sufficient to provide a guided tour of the environment, including:

how the environment developed/evolved

historically and culturally significant features of the environment, including details of any exhibits, displays or performances

individuals associated with the environment, their roles and impacts

role of the environment within the local community, both past and present

relationship of the specific environment to the past/current Australian culture and history

nature and extent of visitation to the environment

current management and operating details for the environment.

Linkages to Other Units

This unit must be assessed with the following unit. This unit describes the skills and knowledge that are essential to this unit of competence:

THTFTG06B Prepare and present tour commentaries or activities

This unit also underpins effective performance in all other guiding units and combined assessment and/or training with those units is strongly recommended to avoid an inappropriate focus on assessment of bodies of knowledge unrelated to the needs of customers.

Critical Aspects of Assessment

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

knowledge of one or more cultural/heritage environments as specified in the Evidence Guide and to a level of depth and familiarity sufficient to:

develop a coherent and interesting interpretation for customers

answer the typical questions asked by customers on the given topic

ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities.

Context of Assessment and Resource Implications

Assessment must ensure:

demonstration of knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment (within a cultural centre, gallery, national park)

interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared

presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts.

Assessment Methods

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Assessment methods must be chosen to ensure that the application of knowledge to guiding and interpretive activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate using knowledge to deliver an interpretive commentary or activity

questioning of group members on their response to the candidate's breadth of knowledge and ability to delivery that knowledge in an interesting way

review of a research portfolio to assess the candidate's ability to research current and accurate information

oral and written questions to assess the way in which the research process has been used

oral or written questions to assess key knowledge detailed in the Evidence Guide

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Reviewing original historical documentation to assess how it may be used in a customer activity (2)

Communicating Ideas and Information

For example:

Integrating information into a commentary or interpretive activity (2)

Planning and Organising Activities

For example:

Developing an information reference and updating system (2)

Working with Others and in Teams

For example:

Discussing changing customer trends and interests with fellow guides (2)

Using Mathematical Ideas and Techniques

For example:

Not Applicable

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Solving Problems

For example:

Resolving a situation where two sources provide conflicting information (1)

Using Technology

For example:

Using the Internet to access current information on a given topic or location (1)

Range Statement

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

Informal and formal research may include:

talking and listening to local experts

talking and listening to traditional owners

personal observation/exploration

watching TV, videos and films

listening to radio

browsing the web

reading newspapers, books and other references

membership of professional associations

undertaking formal study

community groups (e.g. historical societies).

All of the above represent key sources of information and opportunities to update knowledge.

The knowledge requirements for this unit will vary according to the area of specialisation and local workplace conditions. Knowledge should be tailored according to local needs.

Cultural/Heritage Environments may be natural or built and may include:

museums

historic theme parks

art galleries

aboriginal art or occupation sites

cultural centres

heritage trails

historic localities or regions

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pre-historic/fossil sites.

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

Informal and formal research may include:

talking and listening to local experts

talking and listening to traditional owners

personal observation/exploration

watching TV, videos and films

listening to radio

browsing the web

reading newspapers, books and other references

membership of professional associations

undertaking formal study

community groups (e.g. historical societies).

All of the above represent key sources of information and opportunities to update knowledge.

The knowledge requirements for this unit will vary according to the area of specialisation and local workplace conditions. Knowledge should be tailored according to local needs.

Cultural/Heritage Environments may be natural or built and may include:

museums

historic theme parks

art galleries

aboriginal art or occupation sites

cultural centres

heritage trails

historic localities or regions

pre-historic/fossil sites.

Unit Sector(s)

Not applicable.

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THTSMA01B Coordinate the production of brochures and marketing materials

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to coordinate the development of promotional brochures and other printed marketing materials. Sales and marketing personnel, managers or owners of small businesses generally undertake this role.

This unit deals with the skills and knowledge required to coordinate the development of promotional brochures and other printed marketing materials. Sales and marketing personnel, managers or owners of small businesses generally undertake this role

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

Element	Performance Criteria

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1	Plan the production of brochures and marketing materials	1.1	Plan production in accordance with enterprise objectives, marketing focus and other issues that impact on the production process.
		1.2	Create detailed action plans for the production process including timelines, responsibilities and budget.
2	Produce information for inclusion	2.1	Produce or obtain from the appropriate source accurate and complete information for inclusion.
		2.2	Present information in a clear and easily understood format.
		2.3	Present information in a culturally appropriate way.
3	Obtain quotations for artwork and printing as appropriate	3.1	Provide accurate and complete specifications to quoting organisations within appropriate timeframe.
		3.2	Obtain comprehensive quotations with full details of potential variations to cost and conditions that may apply.
4	Develop final copy for brochures and marketing materials	4.1	Develop copy using basic creative writing techniques where appropriate to sell the products presented.
		4.2	Produce copy that provides accurate practical and operational details.
		4.3	Present all costs accurately with notes about conditions which may apply.
		4.4	Present general conditions clearly and accurately according to enterprise policy.
		4.5	Check all copy for accuracy prior to submission to external/internal arthouse or printers.
5	Coordinate the production of brochures and marketing materials	5.1	Liaise with production house or responsible staff member in a manner that permits accurate monitoring of production schedule.
		5.2	Check and correct all production work as required.
		5.3	Re-check and gain approval of appropriate authority only when totally accurate.

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5.4 Approve artwork according to enterprise guidelines prior to commencement of printing.

5.5 Obtain and deliver brochures and marketing materials on schedule and establish contingency plans to allow for situations where timelines may be exceeded.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

market context for the materials being produced including general awareness of potential for use on websites

print production processes and terminology including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections, transparencies

printing and industry conventions in relation to placement of information, page numbering, copyright information

quality indicators in brochure production including readability, photographic quality, effective use of colour, spacing requirements

current production technology

techniques used in brochure-writing

procedures and requirements for preparation and proofing of copy

legal issues that affect the production of printed materials as appropriate to individual sectors/workplaces including copyright laws.

Linkages to Other Units

There is a strong link between this unit and the following units and combined training and assessment may be appropriate:

THHGCS07B Coordinate marketing activities

Critical Aspects of Assessment

Evidence of the following is critical:

ability to co-ordinate all elements of the brochure development process within a required timeframe

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ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors

knowledge and understanding of current production processes and terminology.

Context of Assessment and Resource Implications

Assessment must ensure:

the actual production of brochures and marketing materials to meet a specified market need

access to technology and materials for the production of brochures and marketing materials.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that brochure co-ordination and production skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of brochures or other marketing materials produced by the candidate

oral or written questions to assess knowledge of brochure co-ordination and production processes

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Gathering and preparing data from multiple suppliers for a touring brochure (3)

Communicating Ideas and Information

For example:

Writing copy for a destination brochure aimed at the youth market (3)

Planning and Organising Activities

For example:

Co-ordinating the print production process (3)

Working with Others and in Teams

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For example:

Negotiating with printers in relation to print costs (2)

Using Mathematical Ideas and Techniques

For example:

Calculating total costs of production (1)

Solving Problems

For example:

Dealing with a situation where print production will not be completed until after the date of a major promotional show (2)

Using Technology

For example:

Using the editing function within 'Word" to edit brochure copy (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

market context for the materials being produced including general awareness of potential for use on websites

print production processes and terminology including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections, transparencies

printing and industry conventions in relation to placement of information, page numbering, copyright information

quality indicators in brochure production including readability, photographic quality, effective use of colour, spacing requirements

current production technology

techniques used in brochure-writing

procedures and requirements for preparation and proofing of copy

legal issues that affect the production of printed materials as appropriate to individual sectors/workplaces including copyright laws.

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Evidence of the following is critical:

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ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors

knowledge and understanding of current production processes and terminology.

Context of Assessment and Resource Implications

Assessment must ensure:

the actual production of brochures and marketing materials to meet a specified market need

access to technology and materials for the production of brochures and marketing materials.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that brochure co-ordination and production skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of brochures or other marketing materials produced by the candidate

oral or written questions to assess knowledge of brochure co-ordination and production processes

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

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Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

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Planning and Organising Activities

For example:

Co-ordinating the print production process (3)

Working with Others and in Teams

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For example:

Negotiating with printers in relation to print costs (2)

Using Mathematical Ideas and Techniques

For example:

Calculating total costs of production (1)

Solving Problems

For example:

Dealing with a situation where print production will not be completed until after the date of a major promotional show (2)

Using Technology

For example:

Using the editing function within 'Word" to edit brochure copy (1)

Range Statement

This unit applies to all tourism and hospitality industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Actual production/printing may be conducted either in-house or by an external agency.

Brochures and marketing materials may include:

product brochures

destinational guides

promotional flyers and leaflets

conference programs/registration forms

event prospectus

display materials

product support manuals

advertising materials

direct mail pieces

invitations.

Factors that must be considered in the planning of brochures are:

objectives of the material

market for which material is required

review of competitive materials

style and size of material

time parameters

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budget available

in-house production capabilities

distribution considerations - internal and external

availability of required information

any legal requirements or restrictions.

Information for inclusion may include:

supplier information

photos

maps

tariff details

special offers or incentives

advertisements

sponsor messages

logos.

Accurate and complete specifications must include:

size

number of colours

type of paper

number of photographs

layout and style of text

total number required

conditions of contract

production and delivery deadlines.

This unit applies to all tourism and hospitality industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

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promotional flyers and leaflets

conference programs/registration forms

event prospectus

display materials

product support manuals

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advertising materials

direct mail pieces

invitations.

Factors that must be considered in the planning of brochures are:

objectives of the material

market for which material is required

review of competitive materials

style and size of material

time parameters

budget available

in-house production capabilities

distribution considerations - internal and external

availability of required information

any legal requirements or restrictions.

Information for inclusion may include:

supplier information

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Accurate and complete specifications must include:

size

number of colours

type of paper

number of photographs

layout and style of text

total number required

conditions of contract

production and delivery deadlines.

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Unit Sector(s)

Not applicable.

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THTTCO01B Develop and update tourism industry knowledge

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to develop and update knowledge of the tourism industry, including the role of different industry sectors and key legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.

This unit deals with the skills and knowledge required to develop and update knowledge of the tourism industry, including the role of different industry sectors and key legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required

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

Element	Performance Criteria

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1	Seek information on the tourism industry	1.1	Identify sources of information on the tourism industry correctly including information relating to: ; economic and social significance of the tourism industry and the role of local communities; different tourism markets and their relevance to industry sectors; relationships between tourism and other industries; different sectors of the industry, their inter-relationships and the services available in each sector; major tourism industry bodies; environmental issues for tourism; industrial relations; specific features of the local/regional industry; career opportunities within the industry; the roles and responsibilities of individual staff members in a successful tourism business including ethical practices; work organisation and time management; quality assurance; current and emerging industry technology including e-business.
		1.2	Access and update specific information on relevant sector(s) of work.
		1.3	Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance.
2	Source and apply information on legal and ethical issues which impact on the tourism industry	2.1	Obtain information on legal and ethical issues to assist effective work performance.
		2.2	Conduct day-to-day activities in accordance with legal obligations and ethical industry practices.
3	Update tourism industry knowledge	3.1	Identify and use a range of opportunities to update general knowledge of the tourism industry.
		3.2	Monitor current issues of concern to the industry.
		3.3	Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities.

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

different sectors of the tourism industry and their inter-relationships, including a general knowledge of the structure, roles and functions of the following sectors:

accommodation

attractions and theme parks

tour operators

tour wholesalers

retail travel agents

information services and co-ordination sector (local, regional, national)

meetings and events.

major cross-industry and sector-specific organisations.

overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.

overview of how to organise time and work in different industry contexts.

tourism industry information sources.

basic research skills:

identification of relevant information

questioning techniques to obtain information

sorting and summarising information.

legislation (both State and Federal) which applies across the industry in the following areas (name, primary objective and impact on individual staff only):

consumer protection

duty of care

equal employment opportunity

anti-discrimination

workplace relations.

child sex tourism

overview of current and emerging technology used across the tourism industry, including e-business.

Linkages to Other Units

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This is a core unit that underpins effective performance in all other units and combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is critical:

ability to source industry information

general knowledge of the tourism industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities that allow the candidate to demonstrate the application of knowledge to specific tourism industry contexts and situations.

Assessment Methods

Assessment methods must be chosen to ensure that ability to develop and update knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and problem-solving exercises to assess application of knowledge to different situations and contexts

questions to assess knowledge of different aspects of the tourism industry

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Deciding whether to join an industry association based on promotional materials (2)

Communicating Ideas and Information

For example:

Liaising with colleagues from other industry sectors to meet a particular customer request (1)

Planning and Organising Activities

For example:

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Organising a personal program of professional development activities for the upcoming year (1)

Working with Others and in Teams

For example:

Discussing industry events with colleagues (1)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Responding to a situation which involves dealing with a sector of the industry of which you have limited knowledge (1)

Using Technology

For example:

Using the Internet to source information on the tourism industry (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

different sectors of the tourism industry and their inter-relationships, including a general knowledge of the structure, roles and functions of the following sectors:

accommodation

attractions and theme parks

tour operators

tour wholesalers

retail travel agents

information services and co-ordination sector (local, regional, national)

meetings and events.

major cross-industry and sector-specific organisations.

overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.

overview of how to organise time and work in different industry contexts.

tourism industry information sources.

basic research skills:

identification of relevant information

questioning techniques to obtain information

sorting and summarising information.

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legislation (both State and Federal) which applies across the industry in the following areas (name, primary objective and impact on individual staff only):

consumer protection

duty of care

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anti-discrimination

workplace relations.

child sex tourism

overview of current and emerging technology used across the tourism industry, including e-business.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units and combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is critical:

ability to source industry information

general knowledge of the tourism industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities that allow the candidate to demonstrate the application of knowledge to specific tourism industry contexts and situations.

Assessment Methods

Assessment methods must be chosen to ensure that ability to develop and update knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and problem-solving exercises to assess application of knowledge to different situations and contexts

questions to assess knowledge of different aspects of the tourism industry

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

Key Competencies in this Unit

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Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Deciding whether to join an industry association based on promotional materials (2)

Communicating Ideas and Information

For example:

Liaising with colleagues from other industry sectors to meet a particular customer request (1)

Planning and Organising Activities

For example:

Organising a personal program of professional development activities for the upcoming year (1)

Working with Others and in Teams

For example:

Discussing industry events with colleagues (1)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Responding to a situation which involves dealing with a sector of the industry of which you have limited knowledge (1)

Using Technology

For example:

Using the Internet to source information on the tourism industry (1)

Range Statement

This unit applies to all sectors of the tourism industry.

Information sources and opportunities to update knowledge may include:

media

reference books

libraries

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unions

industry associations and organisations

industry journals

computer data, including Internet

personal observations and experience

industry seminars or training courses

informal networking.

Legal issues which impact on the industry include:

consumer protection

duty of care

equal employment opportunity

anti-discrimination

workplace relations.

child sex tourism.

Ethical issues impacting on the industry may relate to:

confidentiality

commission procedures

overbooking

pricing

tipping

familiarisations

gifts and services free of charge

product recommendations.

Industries other than tourism may include:

hospitality

entertainment

arts

sports

agriculture

conservation

science and research

retail.

Environmental issues may include:

protection of natural and cultural integrity

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minimal impact operations

environmental sustainability

waste management

energy-efficient operations

land ownership

land access and usage.

Economic and social issues may include:

employment

effect on local amenities/facilities

population change due to tourism development

community role in tourism.

Issues of concern to the industry may be related to:

government initiatives

emerging markets

environmental and social issues

labour issues

industry expansion or retraction.

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Unit Sector(s)

Not applicable.

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