



Australian Government

Department of Education, Employment and Workplace Relations

CULCNM401A Assess the significance of collection objects

Release: 1

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Modification History

Release	Comments
Release 1	This unit of competency first released with <i>CUL11 Library, Information and Cultural Services Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to complete significance assessments of collection objects. Value, meaning and history attached to objects are some of the criteria applied to determine significance.

Application of the Unit

This unit applies to individuals who assess the significance of objects in collections or being considered for inclusion in collections.

In larger organisations, specialised curatorial staff may undertake this role. In smaller organisations, the role may be undertaken by individuals with broader management responsibilities, by committees and boards of management, or combinations of different personnel.

Work is undertaken autonomously, according to established procedures but in consultation with stakeholders.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Prepare to assess the significance of objects	1.1 Research the need for <i>significance</i> assessment, using <i>sources of information</i> 1.2 Determine <i>purpose</i> for undertaking significance assessment 1.3 Identify organisational policies that relate to significance assessment of objects
2. Apply assessment methodology	2.1 Compile object files containing <i>available details</i> about objects and their history 2.2 Research the <i>history and provenance</i> of objects and explore their wider historical and environmental context 2.3 Consult with <i>relevant personnel</i> to inform the <i>context</i> , provenance and social values of objects 2.4 Analyse and record the <i>fabric</i> , design, manufacture and condition of objects
3. Develop statements of significance	3.1 Identify comparative examples and evaluate them using <i>primary</i> and <i>comparative criteria</i> 3.2 Write <i>statements of significance</i> that describe the value and meaning of objects 3.3 Seek feedback from colleagues on statements of significance 3.4 Enter significance assessments into organisational <i>records</i>
4. Review assessments of objects	4.1 <i>Reassess</i> significance of objects 4.2 Update statements of significance to reflect reassessment 4.3 Amend organisational records 4.4 Prepare recommendations for further action as required

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult with relevant personnel regarding the provenance of objects
 - discuss significance issues with colleagues
- initiative and enterprise skills to identify comparative examples
- learning skills to seek assistance from technical specialists
- literacy skills to:
 - prepare statements of significance
 - read and interpret information
 - take notes
- planning and organising skills to:
 - establish timelines for significance assessments
 - sort information and sources
- problem-solving skills to:
 - identify information useful in determining the significance of objects
 - verify information sources
- research skills to:
 - research comprehensively for history and provenance information
 - access sources of information about objects and comparative examples
 - self-management skills to:
 - follow workplace procedures
 - prioritise work tasks and meet deadlines
- teamwork skills to:
 - seek feedback on own work performance from colleagues
 - work collaboratively with others.

Required knowledge

- collection management policies
- collection strengths
- organisational policies regarding managing collections and assessing objects
- sources of information for comparative examples
- sources of information that relate to:
 - national, state and local government public records
 - online collections databases
 - organisational policies and procedures
- primary and comparative criteria
- procedures for accessing reputable technical specialists
- methodology for significance assessment of objects.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • research the history, provenance and comparative examples of objects • assess the significance of a range of objects using the appropriate methodology.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • information sources • objects to assess • organisational policies and procedures related to significance assessments.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of statements of significance about objects • verbal or written questioning to assess knowledge of significance assessment methodologies • responses to case studies. <p>Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CULPRE401A Implement preventive conservation activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Significance</i> relates to:	<ul style="list-style-type: none"> • value of items to past, present and future generations, such as: <ul style="list-style-type: none"> • aesthetic • historical • scientific • social.
<i>Sources of information</i> may include:	<ul style="list-style-type: none"> • Australian War Memorial • database of Collections Australia Network (CAN) collections • Heritage Collections Council, Commonwealth of Australia • historical societies • Museums Australia • National Archives of Australia • national, state and local government public records • online collections database of National Museum of Australia • online databases • organisational policies and procedures • Picture Australia • Powerhouse Museum.
<i>Purpose</i> may relate to:	<ul style="list-style-type: none"> • arranging insurance • collection management policy • deaccessioning objects from collections • guiding collection strategies • guiding and supporting acquisition decisions • guiding conservation policies and treatment • supporting funding applications • taking stock of collections.
<i>Available details</i> may relate to:	<ul style="list-style-type: none"> • acquisition date • catalogue forms • condition reports • copies of receipts of purchase • copies of reference material • donor details and correspondence • images • notes made when objects were acquired

	<ul style="list-style-type: none"> • notes on related objects in collections • published references.
<i>History and provenance</i> may include:	<ul style="list-style-type: none"> • date of manufacture • date of purchase • general history • notes about owners or places where objects were used • photos of objects in use.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • associations or trades • donors • ethnic communities • owners • special interest community associations • technical specialists • users.
<i>Context</i> may relate to:	<ul style="list-style-type: none"> • how objects relate to the history and geography of the area • relationship to other objects • localities where objects were used.
<i>Fabric</i> may relate to:	<ul style="list-style-type: none"> • condition • how object works • details of its manufacture • patterns of wear • repairs and adaptation • what object is made of.
<i>Primary criteria</i> may relate to:	<ul style="list-style-type: none"> • aesthetic considerations, such as: <ul style="list-style-type: none"> • balance • colour • design or technical excellence • form • harmony and beauty • originality or innovation in design or execution • skill in quality of workmanship or execution • historical considerations, such as association with: <ul style="list-style-type: none"> • event or activity • person • place • process • theme • scientific or research significance, such as: <ul style="list-style-type: none"> • collection history • documented context

	<ul style="list-style-type: none"> • social or spiritual significance, such as: <ul style="list-style-type: none"> • association with communities • public display.
Comparative criteria may relate to:	<ul style="list-style-type: none"> • condition, intactness or integrity, such as: <ul style="list-style-type: none"> • alterations • disturbed or altered components or composition • evidence of use • missing components • original or copy • repairs • still working • unrestored • unusually good condition for its type • contribution to collections and museums • interpretive potential of objects • provenance, including: <ul style="list-style-type: none"> • place of origin • where and how objects were used • who owned, used or made objects • rarity, including: <ul style="list-style-type: none"> • distinguishing qualities • uniqueness • unusualness • representativeness, including: <ul style="list-style-type: none"> • good example of its type • typical or characteristic of material, style or design.
Statements of significance may provide:	<ul style="list-style-type: none"> • brief, considered assessment of the values, meaning and importance of objects • benchmarks for future use • collection of knowledge and ideas about objects • communication of values for interpretive programs • images of collections being assessed and other comparative collections • record of the crucial provenance details and association of objects • summary of the meaning and importance of objects • summary of the process of investigation and assessment.
Records may include:	<ul style="list-style-type: none"> • catalogues • objects • online records.

Reassess may relate to:	<ul style="list-style-type: none">• changes in organisational strategy• changes in collection policy• new information.
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Unit Sector(s)

Cultural services - Collection management