

**MUSEUM AND LIBRARY/INFORMATION SERVICES
INDUSTRY TRAINING PACKAGE
CUL99**

Museum sector

Leading to qualifications in:

Certificate II in museum practice	CUL20299
Certificate III in museum practice	CUL30299
Certificate IV in museum practice	CUL40299
Diploma of museum practice	CUL50299
Advanced Diploma of museum practice	CUL60299

CREATE Australia
Level 9, 481A Elizabeth Street
Surry Hills NSW 2010
Telephone: +61 2 9211 5342
www.createaust.com.au

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Published by: Australian Training Products Ltd
GPO Box 5347BB
MELBOURNE VIC 3001
Telephone: +61 3 9630 9836
Facsimile: +61 3 9639 4684

First Published October 1999

STOCKCODE: 1300MSMSTD

Printed by MERCURY Printeam Pty Ltd, MELBOURNE AUSTRALIA

Design by Balance Group (02) 9983-1688

Foreword

Welcome to the national industry training package for museums. The training package covers occupations across all areas in museums for the vocational education and training sector. It is part of a broader industry training package that includes library and information services. The package can be used to train or assess existing employees and new entrants to the industries.

The training package gives enterprises and industry bodies more scope to be involved in establishing and providing training. It offers individuals the opportunity to gain formal recognition for their skills and knowledge, regardless of where they acquired those skills - whether in education institutions, through practical experience in the workplace or through a combination of both.

The package is the starting point for relevant and quality training. It builds on the national competency standards that were previously developed for museums and offers an expanded set of national qualifications from which state and territory training authorities, registered training organisations, enterprises and individuals can select.

The training package provides a framework for training and assessing employees at times and in locations that suit their needs and those of their employers. And it permits many possible ways of learning, from apprenticeships and traineeships, to in-house programs, to study in education institutions.

CREATE Australia's priority is to ensure that the training package is implemented successfully. CREATE and its state and territory ITABs will work in partnership with the industry and registered training organisations to develop innovative and practical training arrangements. We are committed to ensuring the package's use across Australia.

Many people helped make this training package a reality. Thank you to the project reference group, the state and territory industry training advisory bodies, the Board and staff of CREATE and the project manager, Joy Sotheran. Finally, thank you to the many individuals and organisations in museums across Australia who donated their valuable time to help us develop the training package.

Jan Stoneham
Chair

Cassandra Parkinson
Chief Executive Officer

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The museum industry

There are more than 2,000 museums in Australia: national museums, state museums, regional and local museums, regional art galleries, and university museums and collections. Museums are diverse and complex organisations bound together by the common tasks of collecting, preserving and interpreting our cultural heritage. They include art, history and science museums, public galleries, contemporary art spaces, science exploration centres, keeping places, planetaria, and botanic and zoological gardens.

Museums perform five core functions: acquisition, conservation, research, communication, and exhibition. They differ widely, however, in their collections and in their administrative structures and resourcing arrangements.

In promoting access to, and awareness of cultural heritage, museums communicate information, ideas and insights to society, developing programs and services that stimulate public education and community interest. To meet these responsibilities, museums need staff with strong education and vocational backgrounds and high level skills in communication and client service. They should be conversant with contemporary issues and committed to access, participation and cultural equity.

Museums offer challenging and satisfying work in dynamic work environments. As the roles of museums change and develop, so too do the competencies of their employees. On the one hand, careers in museums are developing in their specialisations and community involvement. On the other, employees are acquiring knowledge and skills in business management, marketing, client service, accountability and entrepreneurship to support their core museum qualifications and experience.

The national industry training package incorporates this variety of competencies and provides flexible packaging to form qualifications. The package may be used to support both professional development as formal study. For the museum industry, however, the package's scope is restricted to the vocational education and training sector, which provides education and training for people entering the workforce, for trades and technical occupations and for paraprofessional occupations.

Museums are among the highest users of unpaid staff in the cultural/leisure industries. Volunteers, for example, run most local museums, while regional galleries and keeping places have a small number of paid staff. Volunteers may work in all areas of the museum: as honorary advisers, curators, researchers, cataloguers, field workers, guides and information staff. The industry training package applies equally to paid and unpaid employees and includes competencies for managing volunteers.

The industry training package

The term 'training package' has been used for many years to describe many different training products and services. However, since 1997, 'training package' has taken on a quite distinct meaning. Training packages bring together through one industry-managed process the previously disconnected approaches to standards, programs, qualifications and learning resources, creating a comprehensive toolkit for learning and assessment that leads to nationally recognised qualifications.

Training packages:

- aim to give enterprises and individuals more opportunity to be involved in establishing and providing training
- offer industry the opportunity to determine national qualifications based directly on national competency standards
- aim to increase the number of learning and assessment pathways by which a person may be awarded a qualification, with more opportunities for people to receive formal recognition for skills and knowledge acquired outside the formal education system
- provide training for people entering the industry and those already working in it and offer many possible ways of learning, from apprenticeships and traineeships, to workplace programs, to study at education institutions
- increase flexibility in training and assessment with assessment and training offered at times and in locations that suit the needs of employees and employers

The training package builds on work previously carried out in the museum industry to develop competency based training. The 1994 national museum competency standards were revised substantially for this training package, with particular attention being given to the inclusion of more detailed evidence guides to describe underpinning knowledge and skills.

The package includes:

- **national competency standards**
the skills and knowledge a person must demonstrate at work
- **the national qualifications** a person can receive when they are assessed as competent for a specified group of competency standards
- **guidelines for assessing competencies:**
the requirements that must be met by people who are involved in assessing competence
- **learning resources** for the Diploma of Museum Practice

A summary of the national qualifications for museums

The national museum qualifications:

- are based directly on national industry competency standards
- can be taught on-the-job, or have a major work-based component
- recognise the existing competencies of workers
- provide a framework to help identify training needs

There are ten vocational education and training qualifications in the museum industry training package. Full details of all the qualifications can be found in the section titled “Vocational education and training qualifications in the museum and library/information services industries”. Following, is a summary of the museum qualifications.

To attain a qualification the assessee must be competent in these units...
-------------------------------	--

Certificate II	=	8 units		
		7 compulsory	+	1 other

Certificate III	=	13 units		
		8 compulsory	+	5 others

Certificate IV	=	16 units		
		6 compulsory	+	10 others

Diploma	=	20 units		
		7 compulsory	+	13 others

Advanced Diploma	=	23 units		
		6 compulsory	+	17 others

Trainees or assesseees must:

- complete the compulsory units for the qualification
- complete the total number of units stated for that level

Certificate II in Museum Practice

COMPLETE ALL COMPULSORY UNITS	COMPLETE ONE OTHER UNIT
<ul style="list-style-type: none"> ▪ Apply knowledge of the institution ▪ Assist clients to access services and facilities ▪ Assist in maintaining public areas ▪ Follow health, safety and security procedures ▪ Manage own work and learning ▪ Observe and report basic condition of collection ▪ Work with others 	<p><i>Complete one other unit from the group below.</i></p> <ul style="list-style-type: none"> ▪ Assist with the presentation of public activities and events ▪ Maintain appearance of institution ▪ Provide and sell products and services to visitors ▪ Undertake general administration procedures

Certificate III in Museum Practice

COMPLETE ALL COMPULSORY UNITS	COMPLETE FIVE OTHER UNITS
<ul style="list-style-type: none"> ▪ Develop & apply knowledge of the institution ▪ Apply knowledge of the institution's disaster preparedness plan ▪ Assist clients to access services and facilities ▪ Assist in maintaining public areas ▪ Follow health, safety and security procedures ▪ Manage own work and learning ▪ Observe and report basic condition of collection ▪ Work with others 	<p><i>Complete at least three units from the group below. Two of the other units may come from another endorsed industry training package at Certificate three level.</i></p> <ul style="list-style-type: none"> ▪ Assist with movement and storage⁷ of objects ▪ Establish and maintain security ▪ Protect the collection ▪ Provide and sell products and services to visitors ▪ Provide assistance with installing and dismantling exhibition ▪ Provide first aid ▪ Transport objects to new locations ▪ Undertake general administration procedures

Certificate IV in Museum Practice

COMPLETE ALL COMPULSORY UNITS	COMPLETE 10 OTHER UNITS
<ul style="list-style-type: none"> ▪ Apply knowledge of the institution's disaster preparedness plan ▪ Apply legislative and cultural protocols to the institution ▪ Maintain a safe and secure environment ▪ Manage personal work priorities and professional development ▪ Participate in, lead and/or facilitate work teams ▪ Protect the collection 	<p><i>Complete at least 8 units from the group below. Two of the other units may come from another endorsed industry training package at Certificate four level.</i></p> <ul style="list-style-type: none"> ▪ Assist with institution's marketing ▪ Contribute to the preservation of objects ▪ Coordinate the production of brochures and marketing materials ▪ Deliver information, activities and events ▪ Install and dismantle exhibition ▪ Maintain the condition and security of the institution ▪ Plan and carry out movement and storage of objects ▪ Provide first aid ▪ Provide research assistance ▪ Provide technical support for the accommodation of objects ▪ Record and maintain information about collection ▪ Use information technology

Diploma of Museum Practice

COMPLETE ALL COMPULSORY UNITS	COMPLETE 13 OTHER UNITS
<ul style="list-style-type: none"> ▪ Apply legislative and cultural protocols to the institution ▪ Establish and manage effective workplace relationships. ▪ Maintain a safe and secure environment ▪ Manage personal work priorities and professional development ▪ Manage quality customer service ▪ Participate in, lead and/or facilitate work teams ▪ Protect the collection 	<p><i>Complete at least 11 units from the group below, plus two other units which may come from another endorsed industry training package at Diploma level.</i></p> <ul style="list-style-type: none"> ▪ Apply basic preservation techniques ▪ Arrange to acquire or dispose of objects ▪ Assist in developing budgets ▪ Coordinate installation and dismantling of small exhibitions ▪ Document objects ▪ Manage operations to achieve planned outcomes ▪ Manage workplace information ▪ Plan and carry out movement and storage of objects ▪ Plan, develop and deliver activities, events and programs ▪ Provide research assistance ▪ Promote the institution ▪ Provide first aid ▪ Provide information technology support ▪ Undertake market research ▪ Undertake marketing activities ▪ Use information technology

Advanced Diploma of Museum Practice

COMPLETE ALL COMPULSORY UNITS	COMPLETE 17 OTHER UNITS
<ul style="list-style-type: none"> ▪ Apply legislative and cultural protocols to the institution ▪ Maintain a safe and secure environment ▪ Manage personal work priorities and professional development. ▪ Manage quality customer service ▪ Protect the collection ▪ Use information technology 	<p><i>Complete at least 15 units from the group below plus two other units, which may come from another endorsed industry training package at Advanced Diploma level.</i></p> <ul style="list-style-type: none"> ▪ Assist the conservator in conserving the collection ▪ Contribute to the development of a workplace learning environment ▪ Contribute to the planning and acquisition of computer systems ▪ Coordinate exhibitions and/or public programs ▪ Coordinate the acquisition and disposal of objects ▪ Coordinate the movement and storage of objects and the maintenance of information records ▪ Develop a budget ▪ Develop small exhibitions ▪ Develop, implement and evaluate plans ▪ Develop policies and strategies ▪ Document objects ▪ Identify and describe objects ▪ Lend and borrow objects ▪ Manage a budget ▪ Manage operations to achieve planned outcomes ▪ Manage volunteer services ▪ Manage workplace information ▪ Promote the institution ▪ Provide leadership in the workplace ▪ Pursue and develop sponsorship opportunities ▪ Recruit and select volunteers and paid staff ▪ Undertake research ▪ Undertake marketing activities

National Competency Standards

What are competency standards?

Competency standards are nationally agreed industry statements that describe the skills, knowledge and attitudes required for effective performance in an industry. They describe what a person can do at work and include the ability to:

- do a particular task
- manage several different tasks within a job
- handle irregularities in a routine and respond appropriately to the unexpected
- deal with the responsibilities of the workplace, including work with others

The national museum industry competency standards describe the skills, knowledge and attitudes used by museum practitioners. They also provide guidance on assessment.

Competency standards provide national benchmarks for training and assessment and they are the keys to ensuring that all training and assessment meets the needs of industry. However, they can also be used for much more than this: they can form the basis of an integrated human resource system.

The standards can be used to:

- compile job descriptions
- identify and address the training needs of individuals and organisations
- develop training programs and resources
- assist career path planning and development

Competency standards can be used to build qualifications or to develop skills and knowledge in specific areas. Thus, the competency standards are a useful tool for ongoing training and development, as well as for formal study.

Key competencies

The seven key competencies are incorporated within competency standards in all industries. They are generic competencies that apply broadly to work, rather than to specific occupations or industries. The Mayer Committee, which developed the key competencies in 1992 identified them as being:

- part of general education, but not the whole
- essential and generic to work in the future
- of value to all young people, regardless of their post school pathways
- crossing fields of study
- able to be developed in a wide range of settings
- focusing on outcomes and application
- assuming a foundation of knowledge, skills and understanding
- integrated in practice

The key competencies apply at three broad levels of performance.

What do competency standards look like?

Unit Code: CULMS303A

Unit code
The unit number

Unit: Assist with the movement and storage of objects

Unit title
followed by a brief description

Description: This unit refers to assisting with packing, unpacking and handling of objects for movement and/or storage.

ELEMENT

PERFORMANCE CRITERIA

Plan the placement of crates and packaging materials

All documentation relating to the packaging of objects is read, interpreted and clarified

The location of crates and packaging materials is planned to ensure easy access to objects and to permit clear passageway to other facilities in the institution

Elements
The building blocks that makes up the unit

Assist with packing, unpacking and handling objects

Internal security and conservation requirements are met in accordance with the institution's procedures and practices

Documentation and accepted safe handling procedures are followed in accordance with the institution's procedures and practices

Appropriate equipment and materials are used and integrity of object is maintained in accordance with industry best practice, safe work and manual handling procedures

Performance criteria
The level of performance that is required for each element.
The tools for assessment.

Assist with storing an object

The object is placed in its intended location accordance with current industry standards and appropriate handling procedures

KEY COMPETENCIES

Collect, analyse and organise information	1
Communicate ideas and information	1
Plan and organise activities	1
Work with others and in teams	1
Use mathematical ideas and techniques	1
Solve problems	1
Use technology	1

Key competencies
Show the key competencies and their performance

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate with the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Range of Variables
Guidelines on the different situations and contexts that apply to the standard



EVIDENCE GUIDE

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

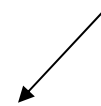
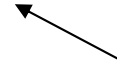
- competence in safe object handling

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's procedures for securing and protecting objects and the collection
- relevant principles and ethics of conservation access and accountability
- basic logistics
- sources of expert advice

Evidence Guide
The underpinning knowledge and skills needed for the unit.
Guidelines for assessment.



Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided by an information service provider. Specific assessment tools may include:
relevant policies and procedures manuals

Concurrent assessment:

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Follow health, safety and security procedures
- Transport objects to new locations

Method and context of assessment

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either:

- off the job
- on the job
- combination of on and off the job

Packaging and customising the standards

Competency standards are packaged and aligned to qualifications in the Australian Qualifications Framework. Individual standards do not specify levels because it is the combination of a group of standards that forms a qualification at a particular level.

The national competency standards apply industry-wide. Naturally, the industry's diversity cannot be fully covered in such statements. The standards have been developed so that organisations can adapt them to best suit their particular needs.

An organisation may wish to customise the standards to ensure that assessment and training based on the standards is relevant to the workplace. For example, assessment may be undertaken on equipment and according to organisational procedures that are unique to the individual workplace.

The standards may be customised to accommodate such requirements by adding detail to the range of variables to cover equipment, procedures or other relevant organisational requirements. Where such information is added, complementary information may need to be incorporated in the evidence guides.

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Develop and apply knowledge of the institution

CULMS201A

This unit refers to the application of a basic knowledge of the industry to the performance of activities in the institution.

ELEMENT

PERFORMANCE CRITERIA

Acquire and use basic knowledge of the institution

Relevant information sources are used to confirm the:

- key goals and functions of the institution
- names of the key departments or sections within the institution and the basic details of their operations
- names of senior personnel within the institution and their key function

Knowledge of the institution is applied where appropriate within relevant job roles

Acquire a basic overview of the industry

Relevant information sources are used to acquire basic information about the role and history of museums in the community

Current basic information about key contacts outside of the institution is used to enhance work outcomes

Current basic information about other institutions in the industry and their relationship to the institution is gathered, assessed and used to assist visitors and other related activities

Basic information about key industry organisations and their functions is strategically monitored and used where relevant

Relevant events, activities and personal development opportunities are attended as appropriate

Current key issues affecting the industry are monitored, using appropriate industry channels

Develop awareness of the basic rights and responsibilities of the employer and employee

The basic rights and responsibilities of the employer and employee are identified through appropriate channels and confirmed

The relevant legal requirements applicable to the position within the institution are identified through appropriate channels and confirmed

The unions and employer bodies with whom the institution is involved are identified through appropriate channels and confirmed

Apply institution's policies relevant to position

Implications of institution's policies relevant to position of employment are confirmed with appropriate persons

Institution's policies relevant to position of employment are applied

RANGE OF VARIABLES

A person demonstrating this competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Basic knowledge of the institution may include the role of the institution, institution's structure, roles and responsibilities of key personnel, names of colleagues and first line supervisors.

The functions of the institution may include:

- acquisition
- conservation
- research
- communication
- exhibition

Basic information about key contacts may include name, employer, contact details, career highlights and key works, and relevance to the institution.

Relevant functions, events, activities and personal development opportunities may include conferences, seminars, training programs, trade fairs, community activities, events staged by other institutions, social events.

Employer and employee rights and responsibilities may include employment conditions, award provisions, enterprise bargaining agreements, job descriptions.

Institution's policies may include those related to OHS and manual handling, EEO, cultural diversity, collection management, collection development, interpretation and communication of the collection.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- a knowledge of the institution's routines and procedures

Underpinning knowledge and skills

Skills and knowledge are required in the key features of:

- the institution's collection
- listening, questioning and clarification
- oral reporting
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1	1			

Assist clients to access services and facilities

CULMS202A

This unit refers to assisting the institution's visitors to access the available facilities and services.

ELEMENT

PERFORMANCE CRITERIA

Assist visitors in contact with the institution

Assistance is provided courteously and promptly in response to inquiries about services or facilities or visitor is referred to appropriate person(s)

Competing demands for service are dealt with tactfully and helpfully

Visitors are assisted and/or instructed in the use of equipment and facilities or are referred to appropriate person(s)

Visitors' difficulties in using equipment or facilities are recognised and assistance is offered promptly or the visitor is referred to appropriate person(s) for assistance

Directions to services or facilities are clear, accurate and current, in a language and format appropriate to the visitor

Assistance and directions reflect knowledge of the basic structure and functions of the institution and their location, and of the areas most likely to satisfy common requirements

Provide information about services and facilities

Information provided to visitors' enquiries about the range of services and facilities meets the institution's specified requirements and is appropriate to the visitor

Visitors' enquiries are referred, where necessary, within and outside the institution, to assist in meeting their needs

Referrals reflect knowledge of the broad functions of the institution, and of the areas most likely to satisfy common requests

Visitors are accurately informed of institution's rules and regulations in a courteous manner

Deal with visitors' comments, suggestions and complaints

Visitors' comments and suggestions about the institution's services are noted and passed on to appropriate person(s)

Visitor complaints are listened to carefully and courteously, recorded in accordance with the institution's procedures and referred to relevant personnel for action

Visitors are told clearly and courteously what action will be taken

Action is taken to resolve the complaint or it is referred to appropriate person(s) in accordance with institution's procedures

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Visitors may be individuals or groups and may include:

- domestic and international tourists
- the general community
- special needs groups
- consumers of the institution's services
- affiliated and special interest groups
- sponsors and donors

Visitors may be in the institution or in contact with the institution by mail, phone, fax or electronically.

Information may be provided:

- orally or in writing
- face-to-face, by phone, by mail or electronic means.

Information on visitor services and facilities may include:

- ticket sales
- cloaking
- directions, location of facilities, donations
- guided tours, audio tours, special activities
- retail, food and beverage services
- venue hire and functions

- car parking
- collections, staff expertise

Equipment may include that which visitors can use with minimal instruction.

Visitors comments, suggestions and complaints may be received:

- orally or in writing
- face-to-face, by phone, by mail, electronic means, institution's pro-forma for visitors' comments

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in dealing with people in a friendly and culturally appropriate manner

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Follow health, safety and security procedures
- Develop and apply knowledge of the institution

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's functions, services and facilities
- the institution's general collection and displays
- the institution's policies and procedures on access and equity for visitors
- the institution's procedures and practices relating to the provision of services and information
- available sources of advice and referral
- emergency procedures for visitors, colleagues and self
- emergency procedures for the collection
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner
- oral reporting
- writing short reports
- using institution's format for collecting visitors' comments, suggestions and complaints
- recording and/or reporting customers' comments and complaints
- using the institution's equipment
- customer service
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place.

Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- simulation through role play

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a combination of on and off the job.

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
1	1	1	1	1	1	1

Assist in maintaining public areas

CULMS203A

This unit refers to assisting with maintaining a safe and secure service area for visitors.

ELEMENT	PERFORMANCE CRITERIA
Maintain an attractive and functional environment for visitors	<p>Visitors' areas are kept tidy and clean and problems are dealt with or reported to appropriate personnel</p> <p>Personal appearance is appropriate and to a standard that enhances visitor satisfaction</p> <p>Access and exit points are kept clear and access devices operate effectively</p> <p>Information and resources relevant to the collection, the institution and its environment are available and kept up-to-date</p> <p>Signs and notices in area of responsibility are visible and accurate</p>
Contribute to the maintenance of equipment	<p>Equipment is regularly checked to ensure it is operational and functional</p> <p>Problems with equipment operation and maintenance are identified and rectified or referred to appropriate service contact and visitors and staff are informed</p> <p>Efforts are made to develop awareness of characteristics of new equipment so that common and minor problems are dealt with promptly</p> <p>Supplies are monitored and replaced promptly or reported to appropriate personnel</p> <p>Signs in relation to equipment are maintained, developed if necessary and placed in the appropriate location</p>
Assist with the maintenance of security and behaviour requirements	<p>Visitors' behaviour and use of the institution are monitored for breaches of security and requirements for acceptable behaviour</p>

	Minor breaches in visitors' behaviour are dealt with in a firm, polite and appropriate manner in accordance with the institution's procedures and practices
	Difficult situations are reported promptly to appropriate personnel
Recognise and report unsafe/unsatisfactory work conditions	Facilities are checked regularly for safety and removed if unsatisfactory and/or reported to appropriate personnel
	Damage to buildings and property is identified and reported promptly to appropriate personnel
	Storage of dangerous substances is secure and complies with relevant OHS standards
	Potential health and safety hazards are identified and dealt with or reported promptly to appropriate personnel
Respond appropriately to incidents concerning visitors and colleagues	Situation is assessed promptly and degree of problem is established
	Situation is reported promptly and appropriate action is taken in accordance with the institution's procedures and practices
	Incidents are recorded in accordance with the institution's procedures and practices

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Areas of responsibility may include:

- exhibition or display spaces with environmental constraints and public access requirements
- temporary sites
- sites with inherent constraints and limitations such as ships, historic sites, structures
- sites where the choice of facilities, equipment, techniques and activities undertaken may be influenced by questions of historical authenticity and by conservation and preservation issues.

Visitors may include:

- individuals
- groups
- adults
- children
- able bodied and disabled
- English and non-English speaking background

Access devices may include ramps, lifts, public entry mechanisms.

Equipment may include:

- film projector, overhead projector, VCR, TV, cassette player, CD
- vehicle
- computer, CD-ROM
- PA system
- security system

Minor breaches in visitors' behaviour may include:

- excessive noise
- smoking
- actions which threaten the safety collection

Incidents may include:

- accidents
- sudden illness
- fire
- threats to safety of visitors, colleagues or self
- threats to safety of collection

An incident report may be given orally or a written report may involve completion of institution's pro-forma, freehand report or computer based report. It may involve a brief description, diagrams and/or sketches.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in working in a safe manner

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Follow health, safety and security procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- the functions of the institution
- the institution's relevant policies and procedures relating to OHS
- the institution's relevant procedures and practices relating to service areas, equipment and client behaviour
- the institution's relevant procedures and practices relating to emergency procedures for visitors, staff and the collection
- listening, questioning and clarification
- oral reporting
- writing simple reports, signs and instructions
- speaking in a friendly, firm and culturally appropriate manner
- customer service
- remaining alert at all times
- dealing with conflict
- remaining calm and positive in an emergency

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1	1		1	1

Follow health, safety and security procedures

THHCOR03A

This unit refers to following health, safety and security procedures which is required of all staff.

ELEMENT

PERFORMANCE CRITERIA

Follow procedures on health, safety and security

Health, safety and security procedures are correctly followed in accordance with institution's policy and relevant legislation and insurance requirements

Breaches of health, safety and security procedures are identified and promptly reported orally or in writing in accordance with institution's policy and procedures

Any suspicious behaviour or occurrences are promptly reported to the designated person orally or in writing in accordance with institution's policy and procedures

Deal with emergency situations

Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility

Emergency procedures are correctly followed in accordance with institution's procedures

Assistance is promptly sought from colleagues and/or other authorities where appropriate

Details of emergency situations are accurately reported orally or in writing in accordance with institution's policy and procedures

Maintain safe personal presentation standards

Personal presentation takes account of the institution's environment and health and safety issues including:

- appropriate personal grooming and hygiene
- appropriate clothing and footwear

Provide feedback on health, safety and security

Issues requiring attention are promptly identified

Issues are raised with the designated person in accordance with institution's policy and legislative requirements

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

This unit applies to all individuals working in all levels of employment within the institution.

Particular emphasis on health, safety and security issues may be required but not limited to procedures for:

- accident, emergency or disaster
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- working with hazardous chemicals or potentially dangerous machines or equipment
- security of objects
- security of documents, cash, equipment, people

Emergency situations may include but not be limited to situations that pose an actual or potential threat to the safety of staff, clients or objects and may include accidents, sudden illness, fires, flood, earthquake, robbery, attacks and threats to staff and clients, bomb threats, verbal abuse, harassment.

Equipment covers the wide range of equipment commonly available in institutions and may include:

- conventional offices (eg computer, fax, photocopiers etc)
- technical or specialist environments (eg design studio, laboratory, workshop etc)
- exhibition or display spaces with environmental constraints and public access requirements
- temporary sites (eg expeditions, field trips etc)
- sites with inherent constraints and limitations (eg ships, boats, historic sites or structures, open air museums, parks, gardens etc)
- sites where historical authenticity and conservation or preservation are issues

OHS standards are those established in relevant State/territory legislation, Commonwealth legislation and/or institution's policies and procedures.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in working in a manner which ensures one's own health and safety and contributes to the health and safety of colleagues and visitors

Underpinning knowledge and skills

Skills and knowledge are required in:

- institution's functions
- institution's insurance and liability requirements in relation to individual staff responsibilities
- relevant State/territory occupational health and safety legislation in relation to obligations of employers and employees
- institution's basic health, safety and activity procedures
- safety procedures for working with hazardous chemicals
- major causes of workplace accidents relevant to the institution's environment
- listening, questioning and clarification
- oral reporting
- report writing
- customer service

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1	1		1	1

Manage own work and learning

CUECOR1A

This unit refers to reflecting on own workplace performance and taking responsibility for workplace learning and development.

ELEMENT

PERFORMANCE CRITERIA

Develop personal time management skills

Priorities and deadlines are established in consultation with others as appropriate

Time is planned so that tasks are prioritised and undertaken according to plan

Work is done according to priority

Work diary is planned effectively and all commitments and appointments are met

Basic strategies are used to deal effectively with unproductive interruptions to work

Keep basic records

Basic work records are effectively maintained

Details of work tasks and commitments are documented accurately

Where relevant, records of payments, receipts, financial accounts and taxation are kept and authorised appropriately

Solve problems

The signs of a problem are identified and the nature of the problem is clarified

Options for resolving the problem are identified and evaluated and a preferred solution is determined or recommended

The problem and chosen solution are discussed with work team or designated officer, if applicable

The chosen solution is implemented within the required timeframe

Manage own learning

Own learning needs are identified and where appropriate, strategies for addressing these are discussed with supervisor/team leader

Opportunities to meet learning needs are identified and appropriate action taken

Evidence of on and off-the-job learning is documented and collated

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Basic work records may include:

- diary entries
- work schedules
- timesheets
- file notes
- reports
- general in-house correspondence (memos, notes, e-mail)
- records of meetings
- appointments
- petty cash transactions
- ticketing sales
- marketing sales
- sales summaries

Learning may take place through a range of experiences, activities and processes and may include:

- independent study
- development of skills through practice
- informal or formal training
- structured instruction
- assistance by others
- self-paced learning materials
- other programs designed to teach specific skills

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- taking initiative in identifying own learning needs

Underpinning knowledge and skills

Skills and knowledge are required in:

- the functions of the institution
- the institution's policies and procedures relating position
- relevant sources of advice
- requirements for safe work and manual handling relevant to position
- cultural protocols
- listening, questioning and clarification
- oral reporting
- writing reports, memos, notes, e-mails
- reading and interpreting memos, notes, e-mails
- speaking in a friendly and culturally appropriate manner
- customer service
- working collaboratively in a team
- basic planning and scheduling

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1	1	1	1	1

Observe and report basic condition of collection

CULMS205A

This unit refers to observing and monitoring the conditions for storage, exhibition and display of objects in the collection.

ELEMENT

PERFORMANCE CRITERIA

Observe basic condition of the collection

Condition of the collection in storage, on exhibition or display is observed in accordance with institution's standards and procedures

Evidence of common sources of damage to objects is identified

Evidence of deterioration or damage to objects is identified

Report evidence of damage or threat of damage to objects

Evidence of common sources of damage to objects is reported orally or in writing to appropriate personnel in accordance with the institution's practices and procedures

Evidence of deterioration or damage to objects is reported orally or in writing to appropriate personnel in accordance with the institution's practices and procedures

RANGE OF VARIABLES

A person demonstrating competency in this unit would normally operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Observation of the condition of objects may require taking any of the following into account:

- light, temperature, humidity, climate, pollution
- pests
- shock, vibration
- influence of human activities
- security considerations

Written report may involve completion of organisation's pro-forma, freehand report or computer based report. It may include a brief description, diagrams and/or sketches.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in working strictly within the institutions restrictions on working with certain objects

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the units titled:

- Develop and apply knowledge of the institution
- Follow health, safety and security procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's standards for maintaining condition of collection
- implications of poor environment and changes to environment on condition of objects
- the institution's constraints for working with objects
- available sources of advice
- requirements for personal and customer health and safety
- listening, questioning and clarification
- oral reporting
- form filling or basic report writing
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1	1		1	1

This unit refers to working with others to meet established work requirements in an environment where work is inter-related but may take place across different work areas.

ELEMENT

PERFORMANCE CRITERIA

Participate in work group/process

Work requirements relevant to the group/process are identified

Own role and roles of others in meeting work requirements are identified and own role is carried out

Participation results in assistance to others involved in the work group process, if required, and other constructive contributions to meeting work requirements

Commitments to undertake work or assist others involved in the work group/process are fulfilled within the constraints of time and resources

Work with others takes place according to the institution's policies, rules and conventions that cover acceptable workplace conduct

Individual and cultural differences are recognised and adjustments are made, as necessary, to assist achievement of work requirements

Contribute to the flow of relevant work information and ideas

Information and ideas relevant to the work are shared with others involved

Information provided to others is accurate, relevant and timely

Information and ideas are sought from others as required to assist the achievement of work requirements

Work information is recorded in the required detail and timeframe and in the specified format

Work information is systematically and accurately compiled and maintained, and filed so that it may easily and quickly be found

Contribute to the maintenance and improvement of work communication	Purposes of communication are identified and suitable communication channels are used to achieve purposes
	Ways to improve communication are implemented within level of responsibility and/or recommended to appropriate person(s)
	Spoken and written messages are communicated through the use of plain, clear language suited to the receiver(s)
	Individual or cultural differences are recognised when communicating with others and adjustments are made, as necessary, to assist the communication
Deal with work issues, problems and conflicts	Issues affecting the achievement of work requirements are identified and timely action is taken to resolve them and/or refer them to appropriate person(s)
	Potential problems and conflicts are identified and action is taken to prevent them occurring or to minimise any adverse effect on work requirements, and/or the matter is referred to appropriate person(s)
	Problems and conflicts in working relationships or procedures are recognised and resolved and/or referred to appropriate person(s)

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Work with others may be one-to-one or in a group/team. It may occur across sections or work areas and may include work that takes place in different work sites.

Groups would usually be established groups or teams in a defined work area or sections, but may include groups or teams established or meeting for a specific purpose.

Work requirements may include goals, objectives, priorities, specified targets or results, timeframes, coordination with other work processes, application of particular procedures, organisation of work materials, roster arrangements or particular approaches to work processes specified by the institution or work group.

Information and ideas relevant to work may include assistance to new staff and sharing of knowledge of particular tasks or work requirements.

Forums for the exchange of information and ideas about work may include formal or informal discussions or meetings and written communications, such as notes and memos, or electronic communication such as e-mail.

Work information may be recorded in hand writing or electronically.

Techniques to resolve issues, problems and conflicts may include formal or informal means.

Individual or cultural differences may be on account of cultural, racial or ethnic background, disabilities, gender, languages, customs or religious beliefs.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in communication with others, including those from different cultural backgrounds

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Assist in maintaining public areas
- Assist with the presentation of public activities and events

Underpinning knowledge and skills

Skills and knowledge are required in:

- the functions of the institution
- the institution's policies and procedures relevant to the position
- relevant sources of advice
- cultural protocols
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner with a diverse range of audiences
- writing work information
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1	1		1	

Assist with the presentation of public activities and events

CULMS207A

This unit refers to providing assistance to the set-up and presentation of an activity or event.

ELEMENT

PERFORMANCE CRITERIA

Contribute to identifying opportunities for new activities and events

Ideas and opportunities for new activities or events are identified and suggestions put forward to relevant personnel either orally or in writing according to the institution's procedures and practices

Set up a small activity or event

Details of the nature of the event, necessary resources, roles and responsibilities, timeliness are clarified and confirmed with relevant personnel

Facilities, equipment and support materials are obtained or set up as needed in accordance with agreed requirements for the activity or event

Procedures for meeting and greeting participants are followed

Assist with presentation of the activity or event

Agreed plans for the activity or event are followed and take place as intended

Changes to plan are made as necessary without compromising the activity

Audience response and other performance information is obtained and monitored

Reports are provided to the appropriate personnel

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Public activities and events may include:

- special occasions and festivals
- holiday or weekend activities
- performances eg theatre, film, music, craft demonstrations, workshops
- scientific experiments
- excavations, field trips, site visits
- open days
- ceremonies

They may take place on site or elsewhere and may require:

- lighting
- audiovisuals
- equipment
- music

A collation of audience responses and other performance information may be oral or written. A written report may involve completion of the institution's pro-forma, a freehand report or a computer based report.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in following instructions, working to deadlines and responding quickly and remaining calm in an emergency

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with unit/s titled:

- Follow health, safety and security procedures
- Develop and apply knowledge of the institution

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's functions
- the institution's procedures and practices relating to the provision of public activities and events
- cultural protocols
- available sources of advice
- relevant safe work and manual handling procedures
- emergency procedures for visitors, colleagues and self
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner
- oral reporting
- report writing
- using institution's format for collecting visitors' comments, suggestions and complaints
- recording and/or reporting customers' comments and complaints

- using the institution’s equipment
- customer service
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- simulation through role play

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a combination of on and off the job.

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
1	2	2	2	1	1	1

Maintain appearance of the institution

CULMS208A

This unit refers to maintaining clean and safe conditions in the institution.

ELEMENT

PERFORMANCE CRITERIA

Maintain clean and safe conditions in the institution

Areas of responsibility in the institution are kept clear, clean and tidy

Access to the institution and the facilities are clean, safe and free of obstructions

Cleaning is carried out according to the agreed schedule and procedures to meet the institution's standards

Relevant occupational health and safety requirements and safe manual handling procedures are maintained and monitored

Contribute to the maintenance of cleaning and safe area

Adequate quantities of cleaning equipment and supplies are stored and labelled appropriately, maintained in working order and readily available for use

Problems with cleaning equipment and supplies are identified and rectified promptly or referred for appropriate service in accordance with institution's procedures and practices

Cleaning equipment and supplies are used or operated in accordance with the manufacturers' specifications

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Areas of responsibility may include:

- conventional offices with associated equipment and facilities
- technical or specialist environments with specialist supplies and equipment
- exhibition or display spaces with environmental constraints and public access requirements
- temporary sites
- sites with inherent constraints and limitations such as ships, historic sites, structures
- sites where the choice of facilities, equipment, techniques and activities undertaken may be influenced by questions of historical authenticity and by conservation and preservation issues

All work is conducted within the relevant occupational health and safety requirements.

Cleaning equipment and supplies may include vacuum cleaner, floor polisher, brushes, cloths, cleaning materials, cleaning fluid, detergent, disinfectant, paper towels, toilet tissue, soap.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in safe manual handling

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Follow health, safety and security procedures
- Develop and apply knowledge of the institution

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's policies and procedures relating to the maintenance of clean and safe areas
- requirements for safe work and manual handling relevant to performance at this level
- safe handling of hazardous substances
- appropriate cleaning procedures
- listening, questioning and clarification
- oral reporting
- writing labels appropriately and clearly
- reading and interpreting instructions for using cleaning materials and equipment
- identifying equipment faults
- dealing with basic equipment problems
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
	1	1	1	1	1	

Provide and sell products and services to visitors

CULMS209A

This unit refers to providing services and selling products to visitors to the institution.

ELEMENT	PERFORMANCE CRITERIA
Sell products to visitors	<p>Products are prepared for sale, according to the institution's and supplier requirements</p> <p>Products are clearly displayed with the necessary information displayed for visitors</p> <p>Relevant safe work, manual handling and hygiene procedures are followed</p> <p>Visitors' enquiries and requests are responded to and where necessary referred to appropriate personnel</p>
Provide services to visitors	<p>Services are operated to meet the needs of visitors and in accordance with the institution's procedures and practices</p> <p>Enquiries are dealt with courteously and efficiently</p> <p>Any feedback is welcomed, noted and passed on to appropriate personnel as required</p>
Manage cash and sales	<p>Sales are conducted according to the institution's established procedures and practices</p> <p>Cash and credit procedures are handled correctly where necessary in accordance with institution's procedures and practices</p> <p>Any faults with equipment are identified and resolved or reported to appropriate personnel</p> <p>Takings are balanced and recorded as required and discrepancies noted in accordance with institution's procedures and practices</p>
Maintain stock levels	<p>Stock inventory is conducted as required according to the institution and supplier requirements</p>

New retail products suitable for the institution, exhibitions and visitors are determined and ordered

Orders for new and replacement stock are placed with relevant suppliers according to institution's procedures and practices

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Products and stock may include admission tickets, consumables, programs, guides, merchandise.

Services may include cloakroom, lost property, responding to requests for information.

Hygiene procedures may include federal, state, local or institution's health and safety procedures relating to consumables.

Visitors may pay by cash, cheque, EFTPOS or credit card, vouchers or coupons.

Necessary information may include price, discounts, availability of product.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in dealing with people in a friendly and culturally appropriate manner

Concurrent assessment of units

It is recommended that this unit be assessed in conjunction with unit/s titled:

- Follow health, safety and security procedures
- Develop and apply knowledge of the institution

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's functions, services and facilities
- the institution's procedures and practices relating to the provision of products, services and information

- suppliers and procedures for ordering stock
- available sources of advice
- relevant safe food handling procedures
- relevant safe work and manual handling procedures
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner with a diverse range of audiences
- oral reporting
- report writing
- retail of relevant products
- maintaining a stock inventory
- customer service
- using the institution's equipment
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Assessment should include a combination of a range of methods such as:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a combination of on and off the job.

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	1	1

Undertake general administrative procedures

CUECLE1A

This unit refers to producing the institution's documents using software applications and performing administrative procedures.

ELEMENT	PERFORMANCE CRITERIA
Perform administrative procedures	<p>Administrative procedures are performed accurately, promptly and efficiently in accordance with the institution's requirements</p> <p>Office equipment is used in accordance with designated instructions and the requirements of the institution</p>
Facilitate flow of information	<p>Information processing facilitates its flow through the institution</p> <p>Response to enquiries is prompt and courteous and where necessary the matter is referred to appropriate personnel, team, department or section</p> <p>Follow-up action is taken as necessary or referred to appropriate personnel as required</p>
Prepare and produce documents	<p>Details of information required, presentation and format of documents are clarified with relevant personnel</p> <p>Functions of software packages are used to produce the final document in accordance with the institution's preferred format and procedures</p> <p>Documents include correct information and where necessary are checked by appropriate personnel</p>
Operate and maintain computer equipment	<p>Procedures for formatting disks, backing-up files, checking for viruses and storing software are followed in accordance with the institution's requirements</p> <p>Storage and filing systems for electronic information are up-dated and secured in accordance with the institution's procedures and practices</p> <p>All computer equipment is operated and maintained correctly and in accordance with the institution's requirements</p>

Safe work practices relating to screen based equipment and ergonomic workstations are maintained

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Administrative procedures may include:

- opening and distributing external and internal mail
- answering telephones
- taking messages - telephone, answering machine, pager
- photocopying documents
- filing
- faxing documents
- sending or receiving material via courier or freight system
- requisitioning consumable stock

Office equipment may include:

- telecommunication equipment eg telephone, mobile phone, pager
- answering machine
- fax machine
- photocopier
- computer
- modem
- calculator

Software programs may include:

- word processing
- spreadsheet
- database
- specific industry-related programs

Information may be received via:

- telephones
- written communication
- memos
- faxed communication
- computer work station terminal
- e-mail

Follow up action may include the provision of further information or service.

Documents may include:

- proposals, plans and reports related to the collection and administration of the institution
- policies and strategies related to the institution
- the institution's marketing documents for publication
- support documents for public programs and exhibitions
- financial and budgetary forecasts and reports

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in carrying out procedures with thoroughness, accuracy and attention to detail

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Develop and apply knowledge of the institution
- Follow health, safety and security procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's relevant policies and procedures
- the institution's functions and operations
- the institution's procedures for using databases, spreadsheets and word processing
- the institution's procedures for producing relevant documents
- the institution's internal communication procedures
- sources of expert advice
- the institution's relevant health and safety activity procedures
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner
- customer service
- working collaboratively in a team
- organising work load to achieve priorities
- decision making in a relevant range of options

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- CV or portfolio
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1	1	1	1	1

Apply knowledge of the institution's disaster preparedness plan

CULMS301A

This unit refers to applying knowledge of the institution's disaster preparedness plan to secure the safety of the collection in the case of immediate or impending threat.

ELEMENT

PERFORMANCE CRITERIA

Comply with procedures for relocating objects in an emergency

Role and responsibility in securing the safety of the collection in the case of immediate or impending threat is confirmed

The conditions for relocating objects are identified and confirmed

Procedures for notifying appropriate personnel and for obtaining assistance in ensuring safe relocation of objects are confirmed and followed as required

Appropriate, safer destinations for the objects are identified

Options for moving objects and maximising their safety, and that of handler(s) and others, are specified

Authority required for the proposed action is identified and confirmed

Comply with the procedures for relocating an object in an emergency

Protective materials and equipment are used appropriate to the needs of the object, its movement and the nature of the emergency

Necessary action to minimise actual or potential threat to and from the objects during movement is identified

Procedures for securing, protecting and moving the object

Required documentation regarding the move is identified and completed as required

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

The need to relocate an object may arise in the case of an emergency caused by threat:

- to security of objects
- to condition of objects

An emergency may require immediate action to relocate an object or may provide opportunity for authorisation to relocate an object from emergency services personnel, curatorial staff, conservation staff or immediate line manager.

The object's current location may be on display or in storage. Destination of relocation of object may be inside or outside building.

The object's condition may be stable or unstable.

The object's handling instructions may or may not be available.

Protective materials and equipment may include gloves, packaging materials and supports, trolleys, trays, baskets.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- knowledge of the institution's disaster preparedness plan

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Develop and apply knowledge of the institution
- Follow health, safety and security procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's emergency or disaster preparedness plan
- the institution's procedures and practices for securing and protecting objects and the collection relevant to the position
- the institution's procedures and practices for handling and moving objects relevant to the position
- the institution's procedures and practices for recording and reporting object relocation

- safe work and manual handling procedures
- listening, questioning and clarification
- oral reporting
- form filling or basic report writing
- working collaboratively in a team
- thinking and responding quickly
- remaining calm and positive in an emergency

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job or in a simulated situation.

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
1	1	1	1	1	2	1

Assist with the movement and storage of objects

CULMS302A

This unit refers to assisting with the packing, unpacking and handling of objects for movement and/or storage.

ELEMENT	PERFORMANCE CRITERIA
Plan the placement of crates and packaging materials	<p>All documentation relating to the packaging of objects is read, interpreted and clarified</p> <p>The location of crates and packaging materials is planned to ensure easy access to objects and to permit clear passageway to other facilities in the institution</p>
Assist with packing, unpacking and handling objects	<p>Internal security and conservation requirements are met in accordance with the institution's procedures and practices</p> <p>Documentation and accepted safe handling procedures are followed in accordance with the institution's procedures and practices</p> <p>Appropriate equipment and materials are used and integrity of object is maintained in accordance with industry best practice, safe work and manual handling procedures</p>
Assist with storing an object	<p>The object is placed in its intended location in accordance with current industry standards and appropriate handling procedures</p> <p>Packaging materials are kept separate from object storage unit in accordance with storage guidelines</p> <p>Objects are protected and are clearly marked for easy retrieval in accordance with storage guidelines</p> <p>Documents are in accordance with the institution's procedures and practices and the attached and relevant documentation</p>
Document movement and storage of objects	<p>Existing records are updated and new records are prepared in accordance with institution's procedures and practices</p>

Packaging materials are retained, documented and stored appropriately in accordance with industry best practice

Documents are readily accessible and are placed safely in their allotted location for ease of retrieval in accordance with institution's procedures and practices

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Objects may be moved and stored within the institution and in or out of the institution.

Outside assistance may be required including packers and shipping, road or air transport agencies.

Packaging may include containers, wrappings, protective materials, coatings.

Relevant guidelines may relate to conservation, security, environment.

Recorded information may involve completion of institution's pro-forma, freehand report or computer based report. It may include a brief description, diagrams, sketches and/or photographs.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- competence in safe object handling

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s title:

- Follow health, safety and security procedures
- Transport objects to new locations

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's procedures for securing and protecting objects and the collection
- relevant principles and ethics of conservation access and accountability
- basic logistics
- sources of expert advice
- basic carpentry and joinery skills
- safe object handling
- the institution's record keeping procedures
- safe work and manual handling procedures
- listening, questioning and clarification
- oral reporting
- writing records of object location, packaging materials
- reading and interpreting packaging documents, receipts, plans, guidelines
- working collaboratively in a team
- manual dexterity when handling objects
- spatial relations

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1	1	1	1	1

Establish and maintain security

CULMS303A

This unit refers to establishing and maintaining a safe and secure environment for visitors and the collection.

ELEMENT

PERFORMANCE CRITERIA

Regulate movement on site

Access and exit points are secured and monitored according to institution's procedures

Movement of people and objects in and out is checked and recorded according to the institution's procedures

Agreed pathways and routes are used

Problems and difficulties are dealt with promptly or referred to appropriate personnel

Maintain surveillance of the institution

The institution's procedures for surveillance are implemented

Special attention is given to high risk/high value objects or areas

Equipment and furniture is functional, safe and used correctly

Security equipment is used in accordance with institution's procedures

Surveillance concerns are reported promptly and appropriate action taken in accordance with the institution's procedures and practices

Changes on site are monitored and surveillance requirements are regularly reviewed

Maintain surveillance of visitors

Visitors' behaviour is observed and monitored in accordance with the institution's procedures

Queues are controlled firmly but courteously

Breaches in visitors' behaviour are dealt with in a firm, polite and appropriate manner in accordance with the institution's procedures and practices

Difficult situations are reported promptly and appropriate action taken in accordance with the institution's procedures and practices

Maintain surveillance of health and safety of visitors and staff

Potential health and safety hazards are identified and the appropriate action taken in accordance with relevant state/territory occupational health and safety requirements

Emergency procedures are implemented in response to threats, accidents and hazards in accordance with the institution's procedures and practices and relevant state/territory occupational health and safety requirements

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Areas of responsibility may include:

- conventional offices with associated equipment and facilities
- technical or specialist environments with specialist supplies and equipment
- exhibition or display spaces with environmental constraints and public access requirements
- temporary sites
- sites with inherent constraints and limitations such as ships, historic sites, structures
- sites where the choice of facilities, equipment, techniques and activities undertaken may be influenced by questions of historical authenticity and by conservation and preservation issues

All work is conducted within the relevant occupational health and safety requirements.

Surveillance may require the use of electronic or manual equipment such as:

- computer access systems
- surveillance video
- smoke and fire detectors and other environmental monitoring devices
- hazard warning system
- clocks
- keys
- barriers and gates
- emergency codes and contact numbers of relevant personnel or security company
- telephones
- two way radios
- pagers

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in dealing with people in a firm and polite manner

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Follow health, safety and security procedures
- Develop and apply knowledge of the institution

Underpinning knowledge and skills

Skills and knowledge are required in:

- the functions and layout of the institution
- the institution's policies and procedures relating to the maintenance of a safe and secure environment
- relevant State/territory occupational health and safety regulations
- first aid and emergency service procedures
- emergency exit procedures for visitors and staff
- emergency procedures for the collection
- listening, questioning and clarification
- oral reporting
- speaking in a friendly, firm and culturally appropriate manner
- remaining alert at all times
- dealing with conflict
- remaining calm and positive in adversity
- thinking and responding quickly

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job, or in a simulated situation.

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
1	3	1	3	1	1	1

This unit refers to ensuring the safety and security of the collection against the environment and human intervention.

ELEMENT

PERFORMANCE CRITERIA

Protect the collection from environmental threats

The position and appearance of objects are checked at regular intervals and any change in position or appearance reported to relevant personnel

Environmental conditions are monitored at regular intervals

Appropriate personnel are informed of conditions indicating possible deteriorations in environmental conditions

Natural and artificial lighting is controlled according to specification

Changes in circumstance which present a potential risk to the objects' condition are quickly identified and promptly reported

Relevant documentation is completed accurately and legibly according to institution's procedures and practices

Protect the collection from human interference

Signs and barriers for guiding the movement of visitors are in place

Indications of behaviour which may threaten the security of the collection or the safety of visitors are identified

Suspicious individuals are identified and questioned to establish identity and intent

Individuals whose behaviour threatens the security of the collection or the safety of visitors are dealt with promptly

Assistance is requested and alarm raised when appropriate

Incidents are promptly reported and details accurately and legibly recorded

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- national guidelines
- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Monitoring the environment may involve measuring and reporting humidity, temperature, light, pollution.

Lighting controls may include window blinds, ski-light blinds, case blinds, curtains, light switches, timers, dimmer switches, case and gallery lights, UV filters.

Threats to the collection may include theft, physical damage, graffiti, vandalism.

Threats to the safety of visitors may include smoking, overcrowding, running, causing obstruction.

Inappropriate behaviour may include aggression, suspicious behaviour, drunkenness, abusive language, harassment of visitors.

Written report may involve completion of organisation's pro-forma, freehand report or computer based report. It may include a brief description, diagrams and/or sketches.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in working strictly within the institution's constraints for working with certain objects

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the units titled:

- Develop and apply knowledge of the institution
- Follow health, safety and security procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's standards for environmental conditions
- implications of changes to environment on condition of objects
- the institution's procedures for dealing with visitors who may display inappropriate behaviour or pose a threat to the collection

- available sources of appropriate expert advice
- requirements for personal and customer health and safety
- operation of environmental monitoring equipment
- listening, questioning and clarification
- oral reporting
- form filling or basic report writing
- working collaboratively in a team
- speaking to visitors in a culturally appropriate manner
- dealing with visitors in a firm but polite manner when required

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	2	2	2	1	2	1

Provide assistance with installing and dismantling exhibitions

CULMS305A

This unit refers to assisting with the preparation of documents, the construction and dismantling of an exhibition.

ELEMENT

PERFORMANCE CRITERIA

Apply design and construction techniques to installation

Exhibition documents are read, understood and clarified with relevant personnel

Nature and scope of tasks, available resources and completion dates are clarified and agreed with relevant people

Liaison and consultation take place as required to ensure that work is completed as intended and achieves agreed outcomes

Customised object supports are constructed according to agreed specification

Work conforms to current standards for best practice, displays creativity and ingenuity when appropriate and makes effective use of resources

Dismantle exhibitions

Dismantling proceeds according to plan and unexpected events and/or problems are resolved promptly

Objects are safely returned to appropriate locations in consultation with appropriate personnel

Hardware is stored or disposed of appropriately and in accordance with institution's procedures

Files, documents and records are updated and amended as required in accordance with the institution's procedures

Site is cleaned and restored to required condition in accordance with institution's procedures and practices

Apply safe work practices and handling procedures to self, colleagues and objects

Objects and resources are handled safely in accordance with industry best practice guidelines

Safe work and manual handling procedures are followed in accordance with OHS regulations and the institution's practices and procedures

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Exhibition may be designed and constructed and dismantled in-house or with assistance from specialist outside agencies and contractors.

Exhibition features may include objects, exhibition furniture and display equipment, electronic support material, text and graphics and may involve fixtures and fittings such as:

- display cases, stands, plinths, drawers, racks, tracks
- light fittings
- sound outlets
- film and video screens
- electronic devices eg timers
- computer equipment
- environmental monitoring and control systems
- special exhibition features
- customised supports
- hanging system supports

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in applying a systematic approach to documentation, safe object handling and in safe working practices and manual handling

Concurrent assessment of units

This unit may be assessed concurrently with the following unit/s of competency:

- Follow health, safety and security procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- institution's functions
- institution's fabrication, installation and dismantling procedures
- design and construction techniques
- safe object handling techniques
- safe work practices and manual handling
- listening, questioning and clarification
- oral reporting
- working collaboratively in a team
- basic carpentry and joinery
- using specialised equipment such as forklifts, electrical devices providing evidence of compliance with relevant legislative requirements must be provided
- performing work, where appropriate must be performed to the standard required in other industry competency standards eg Electrical Contracting Industry Standards

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- portfolio of evidence

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	2	2	2	2	1

Provide First Aid

THHGHS03A

This unit refers to providing first aid in accordance with standards, practices and procedures of the St Johns Ambulance Association and equivalent first aid bodies.

ELEMENT

PERFORMANCE CRITERIA

Assess and respond to emergency first aid situations

Emergency situations are quickly and correctly recognised

The situation is assessed and a decision promptly made regarding action required

Assistance from emergency services/colleagues/customers is organised where appropriate

Provide appropriate treatment

Patient's physical condition is assessed from visible vital signs

First aid is provided to stabilise the patient's physical and mental condition in accordance with organisation policy on provision of first aid and recognised first aid procedures

Monitor the situation

Back-up services appropriate to the situation are identified and notified

Information on the victim's condition is accurately and clearly conveyed to emergency services personnel

Prepare an incident report

Emergency situations are documented according to company procedures

Reports provided are clear, accurate and timely

RANGE OF VARIABLES

First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the absence of medical or paramedical care.

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles

- communication channels
- compliance with legislation, codes and workplace standards

Factors affecting the provision of first aid are:

- legal issues that affect the provision of first aid
- the type of site where the injury occurs
- the nature of the injury and its causes
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical assistance
- the patient's cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates
- chemical contamination

Injuries may include:

- cardio-vascular failure
- wounds and infections
- bone and joint injuries
- eye injuries
- burns
- external bleeding
- unconsciousness
- effects of heat or cold temperatures
- pre-existing illness
- bites

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competency in correctly applying a range of first aid techniques to all situations described in the Range of Variables

Underpinning knowledge and skills

A person should be able to demonstrate the skills and knowledge acquired through the successful completion of an accredited First Aid course delivered by a Registered Training Organisation.

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- devices normally used to demonstrate first aid skills
- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

It is recommended that this unit be assessed off the job.

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	1	2	1

Transport objects to new locations

CULMS306A

This unit refers to packaging and transporting objects within and between buildings, which may involve large distances.

ELEMENT

PERFORMANCE CRITERIA

Pack an object for transportation to a new location

Authority to pack the object is obtained and confirmed with all relevant people

The purpose of the packing is clearly specified

Equipment, materials and people necessary to pack the object are available

The object is suitably prepared to meet the requirements of packing

The object is packed in accordance with specified guidelines and procedures

Departures from specified guidelines and procedures are agreed with all relevant people and additional advice is sought from specialists where necessary

Protective materials and equipment used are appropriate to the conservation requirements of the object

Packaging provides the agreed level of protection, environmental control and security for the object in its predicted environment

Packaging is clearly marked with the correct handling and destination instructions

Information relating to the packing is accurately recorded and passed to the appropriate people

Safe work and manual handling procedures are complied with at all times

Transport objects to a new location

Authority to transport objects is confirmed with all relevant people

Equipment and people necessary to transport objects are available

Equipment to transport objects is suitable to the objects and its specification is confirmed with the appropriate people

Loads are assembled in a manner that assists loading and unloading and maintains the protection of the objects

Relevant handling guidelines and procedures are followed

Objects are transported to the correct destination and according to schedule

Transportation routes are monitored for physical, environmental and security constraints

Delivery requirements that cannot be met are assessed and alternative solutions are agreed with all relevant people

Prompt corrective action is taken to minimise actual or potential hazards to the objects

Information relating to the transportation is accurately recorded and passed to the appropriate people

All relevant documentation is kept with objects at all times

Safe work and manual handling procedures are complied with at all times

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Objects for transport may be of varying condition.

Transportation of objects may be for the purpose of acquisition, borrowing or loan. The destination may be on-site, off-site, other organisation, storage.

Individual or multiple objects may be transported by road vehicle, indoor truck, indoor hand-operated truck, hand carriage.

Packaging may include containers, wrappings, protective materials, coatings.

Relevant guidelines may relate to conservation, security, environment.

Recorded information may involve completion of institution's pro-forma, freehand report or computer based report. It may include a brief description, diagrams, sketches and/or photographs.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competency in safe object handling

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Follow health, safety and security procedures.
- Assist with the movement and storage of objects

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's policies and procedures for transporting objects
- relevant conservation principles
- relevant legal and cultural issues
- basic logistics
- transportation equipment and maximum loads
- sources of expert advice
- basic carpentry and joinery skills
- safe object handling
- the institution's record keeping procedures
- safe work and manual handling procedures
- listening, questioning and clarification
- reading and interpreting guidelines for handling and packing objects
- oral reporting
- writing reports, labels and instructions
- working collaboratively in a team
- manual dexterity when handling objects
- operating handling and moving equipment
- using specialised equipment where required such as forklifts, electrical devices etc and evidence of compliance with relevant legislative requirements

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- CV or portfolio
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	2	2

Use legislative and cultural protocols in the institution

CULMS401A

This unit refers to the application of knowledge of cultures and cultural issues to the institution, the community, visitors and colleagues.

ELEMENT

PERFORMANCE CRITERIA

Apply an understanding of cultures and cultural issues

Relevant cultures and cultural issues of the institution, community groups, visitors, colleagues and the individual are identified

Relevant rules, laws, protocols, policies, codes of conduct that relate to the role and duties of the individual are explained

Cultural differences and similarities are recognised and respected in accordance with the institution's policies and practices

Where relevant, the Indigenous culture, cultural issues and protocols are recognised and respected as they relate to:

- land rights
- local issues
- intellectual property
- employment, volunteers and Board members
- the collection

The rights and responsibilities of others are recognised and respected in accordance with the institution's policies and practices

Cross cultural sensitivity is applied to all interactions with community representatives, visitors and colleagues

Develop an appreciation in objects and the collection

Appreciation in objects and the collection is described

The significance of objects and the institution's collection can be clearly described to enquirers

The significance of Indigenous objects can be clearly described to enquirers

The relationship between the subject area and the other activities of the institution and individuals is identified

Interest that is developed is significant in relation to the work context and the role and duties of the individual

Expertise is freely shared with other users and colleagues

The expertise of colleagues is respected and used wherever applicable

Information provided on objects is clear, accurate, free of personal bias and not misleading

Identify the relevant legal and ethical obligations of the institution

The principles of Australian copyright law as they relate to the role and duties of the individual are explained

The institution's relevant contractual requirements as they relate to the role and duties of the individual are explained

The necessity for insurance in the institution as it relates to the role and duties of the individual are explained

The principles of the Freedom of Expression legislation as they relate to the role and duties of the individual are explained

The legal categories of Moral Rights as they relate to the role and duties of the individual are explained

The legal structures of an institution as they relate to the role and duties of the individual are explained

The institution's international treaty obligations as they relate to the role and duties of the individual are explained

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices

- cultural diversity principles and protocols
- communication channels
- compliance with legislation, codes and workplace standards

Aspects of culture that may operate in the institution may include:

- regulatory aspects such as industrial agreements, policies, rules, laws, protocols, regulations, codes of conduct, customs and etiquette
- philosophical aspects such as religious and other beliefs, values and mythology
- historical aspects such as personal, institutional, community, and a national history and experience including ethnic background
- communication aspects such as language
- social aspects such as gender, regional location, socio-economic status, sexual orientation and age
- aesthetic aspects such as arts, music, literature and fashion
- recreational aspects such as sports, games and amusements.

Interest in objects and the collection may relate to history, significance, aesthetics, use.

The principles of Australian copyright law may include:

- rules of duration and ownership
- exceptions to ownership rule
- examples of copyright infringement
- protocols in relation to Aboriginal and Torres Strait Islander objects

Relevant contractual requirements may include:

- commissioned design agreement
- commission agreement
- contract of sale
- loan of an object

Insurance in the institution may include:

- public liability
- risk management
- personal injury
- property damage

Freedom of Expression legislation may include:

- defamation
- obscenity

Legal categories of Moral Rights may include:

- A Right to Attribution
- A Right to Integrity

Legal structures of an institution may include:

- incorporate associated
- liability
- company
- statute authority

International treaty obligations include the moral rights for the environment.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- A knowledge of, and sensitivity to, cultural diversity

Pre-requisite assessment for this unit

It is recommended that a pre-requisite for assessment in this unit should be the unit titled:

- Develop and apply knowledge of the institution

Underpinning knowledge and skills

Skills and knowledge are required in:

- the functions of the institution
- the institution's access and equity policies
- the institution's policies and practices relevant to the position of employment
- sources of information and advice
- listening, questioning and clarification
- oral reporting
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and communication techniques to all interactions
- working in a way which strengthens and reinforces relationships
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- relevant legislation
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- oral or written questions
- third party report addressing the performance criteria
- CV or portfolio
- practical demonstration

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	1	2	1

Maintain a safe and secure environment

CULMS402A

This unit refers to ensuring that the work environment meets requirements set down in legislation, codes of practice and within the industry's and the institution's policies and practices.

ELEMENT

PERFORMANCE CRITERIA

Provide information on health, safety and security

Relevant information is accurately and clearly explained to staff and visitors as required

Specific information on health, safety and security is accurately and clearly explained to staff

All information is readily accessible to staff

Implement and monitor health, safety and security training

Training needs are accurately identified based on close monitoring in the institution

Arrangements are made for fulfilling training needs in consultation with institution's policy

Effectiveness of training is monitored in the institution and adjustments made as necessary

Coordinate staff participation in health, safety and security issues

All staff members are given the opportunity to contribute to the management of health, safety and security in the institution

Issues raised through consultation are actioned, resolved or referred to the appropriate person for follow-up

Feedback is provided on management systems to the designated person

Implement and monitor procedures for controlling hazards and risks

Workplace hazards, risks, hazardous objects and substances are identified and reported

Control procedures are implemented and monitored in accordance with enterprise and legislative requirements

Inadequacies in control measures are promptly identified and reported to the appropriate person

Maintain health, safety and security records

Records are accurately and legibly completed and stored in accordance with enterprise and legal requirements

Data is used to provide reliable input to the management of workplace health, safety and security

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- environments ranging from simple to diverse and complex
- organisational policies and practices
- workplace industrial agreements
- workplace systems and procedures
- established consultative processes
- legislation and codes of practice
- best practice and benchmarking relevant to the industry/enterprise
- resource parameters which may be defined or negotiated
- quality and continuous improvement processes and standards

Particular emphasis on health, safety and security issues may be required but not limited to procedures for:

- accident, emergency or disaster
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- working with hazardous chemicals or potentially dangerous machines or equipment
- security of objects
- security of documents, cash, equipment, people

Emergency situations may include but not be limited to situations that pose an actual or potential threat to the safety of staff, clients or objects and may include accidents, sudden illness, fires, flood, earthquake, robbery, attacks and threats to staff and clients, bomb threats, verbal abuse, harassment.

Equipment covers the wide range of equipment commonly available in institutions and may include:

- conventional offices, eg computer, fax, photocopier
- technical or specialist environments, eg design studio, laboratory, workshop
- exhibition or display spaces with environmental constraints and public access requirements

- temporary sites, eg expeditions, field trips
- sites with inherent constraints and limitations, eg ships, boats, historic sites or structures, open air museums, parks, gardens
- sites where historical authenticity and conservation or preservation are issues.

OHS standards are those established in relevant state/territory legislation, Commonwealth legislation and/or institution's policies and procedures.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in monitoring health, safety and security within the institution's policies, procedures and practices
- knowledge of required elements of health and safety legislation relevant to the position

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit titled:

- Participate in, lead and/or facilitate work teams

Underpinning knowledge and skills

Skills and knowledge are required in:

- relevant state/territory OHS legislation. In particular:
 - general duty of care
 - insurance and indemnification
 - public liability
 - requirements for record keeping
 - provision of information and training
 - regulations and codes of practice in relation to hazards in work area
 - health and safety representatives and OHS committees
 - workers compensation
 - issue resolutions
 - the institution's health and safety policies and procedures
 - potentially hazardous objects
- team leadership
- listening, questioning and clarification
- oral reporting
- report writing
- coaching and mentoring

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals

- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- simulation
- third party evidence addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	1	3	2

Manage personal work priorities and professional development

BSXFMI401A

Frontline management are responsible for managing their own performance and taking responsibility for their professional development within the context of the institution.

ELEMENT	PERFORMANCE CRITERIA
Manage self	<p>Personal qualities and performance serves as a role model in the workplace</p> <p>Personal goals and plans reflect the institution's plans, and personal roles, responsibilities and accountabilities</p> <p>Action is taken to achieve and extend personal goals beyond those planned</p> <p>Consistent personal performance is maintained in varying work conditions and work contexts</p>
Set and meet own work priorities	<p>Competing demands are prioritised to achieve personal, team and the institution's goals and objectives</p> <p>Technology is used efficiently and effectively to manage work priorities and commitments</p>
Develop and maintain professional competence	<p>Personal knowledge and skills are assessed against competency standards to determine development needs and priorities</p> <p>Feedback from clients and colleagues is used to identify and develop ways to improve competence</p> <p>Management development opportunities suitable to personal learning styles are selected and used to develop competence</p> <p>Participation in professional networks and associations enhances personal knowledge, skills and relationships</p> <p>New skills are identified and developed to achieve and maintain a competitive edge</p>

RANGE OF VARIABLES

A person demonstrating this Frontline Management unit of competency would normally be engaged in a workplace context in which they:

- are autonomous, working under general guidance in progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of, work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Frontline Management at this level will operate in a relatively diverse workplace environment in which they use the institution's:

- goals, objectives, plans, systems
- quality and continuous improvement and processes
- processes and standards
- business and performance plans
- defined resource parameters
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Performance standards may be outlined in:

- the Museum industry competency standards
- the institution's policies and procedures
- the industry and institution's codes of conduct, protocols, quality assurance guidelines
- specific legislation

Personal goals may involve present work and/or future career aspirations. Action required to achieve personal goals may involve identifying skills gaps and participating in a variety of learning experiences and opportunities to acquire new skills and knowledge.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in taking responsibility for own learning and development

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's policies, practices and procedures
- the institution's functions, services and products
- the institution's visitors and clients
- the institution's codes of conduct, protocols, quality assurance guidelines
- operating in diverse work environments and contexts
- acquiring and using information appropriate to work responsibility
- managing competing priorities to achieve personal and institution's goals and results
- making decisions with responsibility and authority
- developing a clear set of work goals
- developing and monitoring own performance improvement practices
- developing competencies to enable increased participation in the planning and development of the institution
- assessing own performance
- planning learning activities and negotiating priorities
- seeking feedback and acting on constructive advice
- selecting and using available learning methods to maintain current competence
- using information management systems
- selecting and using available technology appropriate to the task

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	1	2	1

Participate in, lead and/or facilitate work teams

BSXFMI404A

Frontline Management has a key role in leading, participating in and empowering work teams/groups within the context of the institution. They play a prominent part in motivating, mentoring, coaching and developing team members and in achieving team cohesion.

ELEMENT

PERFORMANCE CRITERIA

Participate in team planning

The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the institution's goals and objectives

The team performance plan contributes to the institution's business plan, policies and practices

The team agrees to processes to monitor and adjust its performance within the institution's continuous improvement policies

The team includes in its plans ways in which it can benefit from the diversity of its membership

Develop team commitment and co-operation

The team uses open communication processes to obtain and share information

The team encourages and exploits innovation and initiative

Support is provided to the team to develop mutual concern and camaraderie

Manage and develop team performance

The team is supported in making decisions within its agreed roles and responsibilities

The results achieved by the team contribute positively to the institution's business plans

Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals

Mentoring and coaching supports team members to enhance their knowledge and skills/

	Delegates' performance is monitored to confirm they have completed their delegation/assignment
Participate in, and facilitate the work team	Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes
	Individuals and teams are actively encouraged to take individual and joint responsibility for their actions
	The team receives support to identify and resolve problems which impede its performance

RANGE OF VARIABLES

A person demonstrating this Frontline Management unit of competency would normally be engaged in a workplace context in which they:

- are autonomous, working under general guidance in progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of, work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Frontline Management at this level will operate in a relatively diverse workplace environment in which they use the institution's:

- goals, objectives, plans, systems
- quality and continuous improvement processes
- processes and standards
- business and performance plans
- defined resource parameters
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used for example:

- mentoring
- action learning
- coaching
- shadowing

- exchange/rotation
- structured training programs

Teams may be one or a mixture of:

- on-going
- project-based
- work-based
- cross-functional

Teams may include:

- full-time employees
- part-time employees
- volunteers
- contractors

Frontline Management roles in teams may include:

- leader
- facilitator
- participant
- coach
- mentor

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in working effectively with team members who have diverse work styles, aspirations, cultures and perspectives

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Coordinate the production of brochures and marketing materials
- Maintain a service area environment
- Plan and carry out movement and storage of objects
- Install and dismantle small exhibitions

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's policies, practices and procedures
- the institution's functions, services and products
- the institution's visitors and clients
- the institution's codes of conduct, protocols, quality assurance guidelines
- interpersonal communication skills
- acquiring and using information appropriate to work responsibility
- establishing among teams a commitment to the institution's goals, values and plans
- managing work effectively to achieve goals and authority

- providing clear direction in devolving responsibility and accountability
- providing constructive feedback to delegates
- monitoring/proposing ways to improve team performance
- working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- using effective consultative processes
- encouraging teams to openly propose, discuss and resolve issues
- dealing with conflict before it adversely affects team performance
- treating people openly and fairly
- supporting teams to share knowledge and skills
- promoting available learning methods to support team
- using information management systems
- selecting and using available technology appropriate to the task

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	3	2	1	3	1

Contribute to the institution's marketing

CULMS403A

This unit refers to the various tasks involved in assisting with marketing and promoting the institution.

ELEMENT

PERFORMANCE CRITERIA

Provide market research assistance

Purpose, objectives and required outcomes of research are identified with relevant personnel

Individual's role and responsibilities are identified and clarified with appropriate personnel

Information is sought from a range of appropriate sources in sufficient depth to serve the intended purpose

Data collected is interpreted for reporting and presented to the relevant personnel

Issues arising from the research and requiring further action are identified and reported to relevant personnel

Documentation and records are prepared and filed in accordance with the institution's procedures and practices

Promote the institution

The institution's identity is presented accurately and confidently to relevant individuals and organisations

Contact with people external to the institution is conducted with integrity and cultural awareness and promotes the institution in the wider community

Records are kept of news reports, public engagements, meetings and community contact

Prepare and distribute promotional material

Assistance is provided in preparing promotional material as required

Promotional material is distributed to the relevant individuals/ organisations

Records are kept of news reports, public engagements, meetings and community contact

Industry events are attended as appropriate

Assist with promotions

Appropriate promotional material is prepared as required in consultation with relevant personnel

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Market research assistance may involve:

- developing visitor profiles
- identifying visitors' attitudes to services
- identifying visitors' attitudes towards pricing
- testing and comparing different media options

Relevant personnel may include head of department, team leader, supervisor, other personnel within the institution.

Promotional materials may include:

- directional and other signage
- labels or captions for objects
- books
- booklets, brochures, pamphlets, monographs, catalogues
- audio guides
- promotional materials such as cards, calendars, carrybags, posters, souvenirs
- school kits and other learning materials
- materials in languages other than English
- computer programs

Relevant individuals/organisations may include:

- internal and external personnel
- the media
- community groups, clubs, societies
- significant individuals

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- a basic knowledge of marketing concepts

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's practices and procedures
- the institution's functions, services and products
- the institution's visitors and clients
- basic research techniques and procedures
- listening, questioning and clarification
- writing memos, reports
- reading and interpreting newspaper articles, notice of meetings, promotional materials
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and communication techniques to all interactions
- working collaboratively in a team
- community networking
- customer service
- collecting, collating and analysing data
- using computers for word processing, spreadsheets, data base entry and retrieval

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job.

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	1	2	2	1	1

Contribute to the preservation of objects

CULMS404A

This unit refers to the assessment of objects to determine the need for advice from a conservator. It also refers to ensuring that hazardous situations are avoided or dealt with and to cleaning of objects as required.

ELEMENT

PERFORMANCE CRITERIA

Assess objects and their environment for possible referral to a conservator

The appearance of objects is checked against previous records

Any evidence of change is observed, recorded and reported promptly to appropriate personnel

Environmental conditions are determined

Any evidence of variations of the environmental conditions, outside the specifications for the objects, is recorded and reported promptly to the appropriate personnel

Environmental conditions are brought back within the specified parameters

Monitoring procedures are reviewed following any evidence of risk to objects

Take action to prevent the deterioration of objects

Actual or potential hazards to the objects are identified

Appropriate expert advice is obtained where necessary

Course of corrective action is determined which addresses the identified hazard and is appropriate to the urgency of the hazard

Course of corrective action determined does not expose object to further risk

When necessary, *surface* clean objects which have been deemed safe, using safe methods, equipment and materials and in accordance with specification

Objects are covered/uncovered, wrapped/unwrapped, packed/unpacked or otherwise protected as appropriate using safe materials and methods and in accordance with specification

Objects at risk are removed to safe location

RANGE OF VARIABLES

A person demonstrating this unit of competency will normally operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Object may be located in storage, display, in situ.

Previous records may include photographs, conservation reports.

Object's condition may be stable, unstable, good condition, poor condition.

Environmental conditions may include humidity, temperature, light pollutants, pests.

Expert advice may be provided by conservator, appropriately qualified curator.

Hazardous situations may include building work, transportation of large object through galleries, accidents, building and service defects.

Cleaning may involve dusting, vacuuming.

Reporting may involve completion of organisation's pro-forma, freehand report or computer based report. It may include a brief description, diagrams and/or sketches.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- skills in taking instructions and working under the guidance of a qualified conservator

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit titled:

- Apply legislative and cultural protocols to the institution
- Maintain a safe and secure environment.

Underpinning knowledge and skills

Skills and knowledge are required in:

- available sources of appropriate expert advice
- institution's record keeping procedures relating to object.
- methods of protecting objects from damage and/or potential hazards
- institution's procedures for monitoring environmental conditions
- potential hazards to objects and possible corrective actions
- basic principles and methods for handling objects deemed appropriate
- suitable procedures for protecting, packing, cleaning, locating objects deemed appropriate
- requirements for safe work and manual handling
- listening, questioning and clarification
- oral reporting
- writing reports and/or completing forms
- reading and interpreting object condition reports and records
- manual dexterity when handling objects
- surface cleaning
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	1	1	2	1

Coordinate the production of brochures and marketing materials

THTSMAO1A

This unit refers to the production of marketing and promotion materials for all types of activities, events and programs offered by the institution.

ELEMENT

PERFORMANCE CRITERIA

Plan the production of brochures and marketing materials

Production of materials and brochures is planned effectively with appropriate actions designed to take account of the following:

- objectives of the material
- market for which material is required
- review of competitive material
- timeframe
- budget available
- in-house production capabilities
- distribution considerations
- availability of required information
- legal, ethical and cultural requirements

Provide information for inclusion

Accurate and complete information is produced or obtained from the appropriate source

Information is presented in a clear and easily understood format

Information is presented in a culturally appropriate way

Obtain quotations for artwork and printing as appropriate

Accurate specifications are provided to quoting organisations covering the following areas:

- size
- number of colours
- type of paper
- number of photographs
- layout and style of text
- total number required
- conditions of contract
- production and delivery timeframes

Comprehensive quotations are obtained with full details of potential variations to cost and conditions which may apply

Develop final copy for brochures and marketing materials

Copy is developed using basic creative writing techniques

Copy is accurate regarding practical and operational details

General conditions applying to information are clearly and accurately presented according institution's policy and procedures

All copy is thoroughly checked for accuracy prior to submission to external arthouse/printers or for internal copying/printing

Coordinate the production of brochures and marketing materials

Liaison is undertaken with production house or responsible staff member in a manner which permits accurate monitoring of production schedule

All production work is fully checked, edited and approved by appropriate personnel

Artwork is approved according to institution's guidelines prior to printing

Brochures and marketing materials are obtained on schedule

Contingency plans are put in place to allow for situations where timeframes may be exceeded

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

The promotion may be for activities, events, programs.

Media may include television, radio, newspaper, magazines, industry journals, specialist publications, guidebooks, catalogues.

Other marketing tools may include telemarketing, media campaigns, advertisements, display marketing.

Promotional materials may include:

- directional and other signage
- labels or captions for objects
- books
- booklets, brochures, pamphlets, monographs, catalogues
- audio guides
- promotional materials such as cards, calendars, carrybags, posters, souvenirs
- school kits and other learning materials
- materials in languages other than English
- computer programs

Suppliers of services may include graphic designers, printers, picture researchers, photographers, instructional designers.

Copy may include text, sketches, photographs.

Print materials may be prepared entirely in-house or require external assistance.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in creative writing for publication
- word processing

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the units titled:

- Assist in developing budgets
- Use information technology

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's policies and procedures
- the institution's Marketing Plan
- the institution's functions, services and products
- a range of promotional strategies
- market context for the materials
- print production processes
- methods for researching, preparing, proofing and editing copy
- legal, ethical and financial requirements
- copyright laws
- cultural protocols
- Indigenous culture and issues
- listening, questioning and clarification
- creative writing for publication
- speaking clearly, concisely and in a friendly manner

- reading and editing copy
- applying cross cultural sensitivity and communication techniques to all interactions
- working in a way which strengthens and reinforces relationships
- working collaboratively in a team
- leading a team
- a computer keyboarding and using word processor
- budgeting

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a combination of on and off the job.

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
3	3	3	2	2	2	1

Deliver information, activities and events

CULMS406A

This unit refers to delivering information, activities and events to visitors to the institution.

ELEMENT

PERFORMANCE CRITERIA

Make preparations for the activity, event or learning program

Details of the specific information, activity or event to be delivered are confirmed with relevant personnel

Details are confirmed of the aims and objectives of the information, activity or event, the target group, the equipment and resources

The sequence and methods for delivering the information, activity or event are planned to achieve the aims and objectives

The facilities, resources and support materials are prepared for the delivery of the information, activity or event

Arrangements are made for visitors to access the information, activity or event, and to ensure it runs to plan

Present the information, activity or event

The objectives of the information, activity or event are explained to the audience

A systematic approach is taken to presenting the information, activity or event and is adjusted as indicated by audience response or by unforeseen occurrences or changes in circumstances

Members of the audience are encouraged to interact with the presenter, to ask questions and to seek clarification during the activity, event or program

Problems are resolved promptly or referred to appropriate personnel

Evaluate the activity, event or learning program

Audience feedback and reaction to the information, activity or event is sought either formally or informally as required by the institution

Audience participation levels are monitored and an evaluation of the success of the information, activity or event is made and passed on to the relevant personnel

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Activities and events may include:

- special occasions and festivals
- holiday or weekend activities
- performances eg theatre, film, music, dance, craft demonstrations, workshops
- scientific experiments
- excursions, field trips, site visits, guided tours
- school visit programs
- institution open days
- ceremonies

Activities and events may be aimed at the general public and target groups.

Target groups may include:

- children, students, school parties
- people with disabilities who have special needs
- people of particular ethnic or cultural backgrounds
- people of Indigenous cultural background
- people with common professional backgrounds

Methods for evaluating the information, event or activity may include one or a combination of the following:

- observation of audience reaction
- questioning of select members of the audience
- completion of audience response forms
- anecdotal evidence

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- skills in adapting presentation styles and techniques to a range of audiences

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with unit/s titled:

- Maintain a safe and secure environment
- Use legislative and cultural protocols in the institution

Underpinning knowledge and skills

Skills and knowledge are required in:

- the collection
- the institution's policies, procedures and practices relating to the provision of public activities, events and programs
- available sources of expert advice
- the school curriculum as it relates to the collection
- basic learning theories
- planning and scheduling for information, activity, event
- relevant resources for delivering and evaluating information, activity, event
- effective communication techniques
- relevant safe work and manual handling procedures
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner
- oral reporting
- writing short reports
- presentation techniques
- adapting presentation styles and techniques to a range of audiences
- recording and/or reporting customers' comments and complaints
- using the institution's equipment
- customer service
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- CV or portfolio
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a simulated situation.

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	3	3	2	1	2	1

Install and dismantle small exhibitions

CULMS407A

This unit refers to the preparation of sites for small exhibitions, the preparation of hardware and object supports and the installation and dismantling of small exhibitions.

ELEMENT	PERFORMANCE CRITERIA
Establish and confirm details of exhibition specifications	<p>Details of exhibition design, public access and safety and environmental requirements are confirmed with relevant personnel</p> <p>Details of necessary materials, equipment and resources are clarified and confirmed with relevant personnel</p> <p>Details of procedures and responsibilities are clarified and confirmed with relevant personnel</p> <p>A project timeline is clarified and agreed with all interested parties</p>
Prepare exhibition site and hardware	<p>Site is clear and clean, necessary alterations are complete and utilities and services are available for installation requirements</p> <p>Site is environmentally suitable and secure in accordance with technical specifications</p> <p>On-site construction is completed in accordance with installation requirements</p> <p>Exhibition hardware is prepared in accordance with specifications and professional standards and is tested or trialed during development when possible</p> <p>Object supports are prepared in accordance with exhibition requirements</p>
Install exhibition	<p>Exhibition hardware is in place and all utilities required for installation are available</p> <p>Objects are packed, unpacked, moved and handled according to agreed installation plan and guidelines for best practice</p>

	<p>The objects' integrity is respected, prompt action is taken in the event of accidents and unforeseen circumstances and documented as required</p> <p>Objects and associated graphics, signs, lighting, sound and special effects are installed according to the installation specifications</p> <p>Finishing, detailing and any other work required after objects are installed takes place according to plan</p> <p>Resource constraints and safety considerations are met</p>
Prepare to dismantle exhibition	<p>A sequence of procedures for dismantling exhibition is developed and clarified with all relevant personnel</p> <p>All relevant personnel are aware of their roles and responsibilities in the dismantling process</p> <p>Resources, equipment and facilities required for dismantling are obtained and available</p>
Dismantle exhibition	<p>Dismantling proceeds according to plan and unexpected events are resolved promptly</p> <p>Objects are safely returned to appropriate locations and hardware is stored and/or disposed of as appropriate</p> <p>Files, documents and records are updated and amended as required and in accordance with institution's procedures and practices</p> <p>Site is clean and restored to required condition</p>
Apply safe work practices and handling procedures to self, colleagues and objects	<p>Objects and resources are handled safely in accordance with best practice guidelines</p> <p>Work is conducted safely in accordance with institution's practices and procedures</p> <p>Manual handling procedures are followed according to institution's practices and procedures</p>

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Exhibition may be fabricated and installed in-house or with assistance from external agencies and contractors.

Exhibition features may include objects, exhibition furniture and display equipment, electronic support material, text and graphics and may involve fixtures and fittings such as:

- display cases, stands, plinths, drawers, racks, tracks
- light fittings
- sound outlets
- film and video screens
- electronic devices eg timers
- computer equipment
- environmental monitoring and control systems
- special exhibition features
- customised supports
- hanging system supports

A sequence of procedures for dismantling exhibition may include procedures for:

- exhibition's contents
- packing, inventory and transportation
- safety and manual handling
- object handling
- hardware storage and/or disposal

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competency in handling objects with care and precision and in safe working practices and manual handling

Concurrent assessment of units

This unit may be assessed concurrently with the following unit/s of competency:

- Maintain a safe and secure environment
- Participate in, lead and/or facilitate work teams

Underpinning knowledge and skills

Skills and knowledge are required in:

- institution's functions
- institution's fabrication, installation and dismantling procedures
- design and construction techniques
- safe object handling techniques
- safe work practices and manual handling
- listening, questioning and clarification
- oral reporting
- reading and interpreting exhibition designs, plans and specifications
- writing
- working collaboratively in a team
- team leadership
- practical installation techniques
- manual dexterity when working with objects
- using specialised equipment where required such as forklifts, electrical devices etc and evidence of compliance with relevant legislative requirements
- performing work, where appropriate, to the standard in other industry competency standards

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- portfolio of evidence
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	3	3	2	3	3

Maintain the condition and security of the institution

CULMS408A

This unit refers to maintaining the physical environment of the institution in optimum condition.

ELEMENT

PERFORMANCE CRITERIA

Maintain a safe and secure physical environment

Occupational and public health and safety requirements for the workplace are met and monitored regularly

Visitors with special needs are catered for and areas are monitored to ensure that provision is in accordance with equal access principles and the institution's policies and procedures

Improvements to visitors' safety, security and convenience are identified and implemented within the range of responsibility and/or reported to appropriate personnel

Accidents and emergencies are handled according to the institution's procedures and to occupational health and safety requirements

Incidents are reviewed and any necessary modifications to the workplace and surrounding environments are proposed to relevant parties

Work area is maintained appropriately and is kept clear, clean and neat

Equipment, tools and supplies are readily available for use, are stored and labelled properly, are maintained in working order and in adequate quantities

Problems and deficiencies are rectified promptly, according to institution's guidelines

Maintain requirements for acceptable behaviour in the institution

Systems and procedures for encouraging and maintaining acceptable behaviour in the institution are implemented and monitored

Unacceptable behaviour is dealt with promptly, firmly and diplomatically

Disputes are resolved and/or referred to appropriate person(s)

Removal of clients from institution is within institution's policy guidelines and procedures and legal requirements

Implement and monitor security processes

Security systems and procedures are implemented and monitored to meet identified institution requirements

Warning systems are regularly checked and maintained

Activated warning system is immediately investigated and appropriate action taken

Suspected security breaches are dealt with promptly, diplomatically and in accordance with institution's procedures and requirements

Client offences are dealt with firmly and appropriately in the light of the nature of the offence and institution's rules and procedures

Disputes are resolved and/or referred to appropriate person(s)

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Work environments may include:

- conventional offices with associated equipment and facilities
- technical or specialist environments with specialist supplies and equipment
- exhibition or display spaces with environmental constraints and public access requirements
- temporary sites
- sites with inherent constraints and limitations such as ships, historic sites, structures

- sites where the choice of facilities, equipment, techniques and activities undertaken may be influenced by questions of historical authenticity and by conservation and preservation issues.

A written incident report may involve completion of institution's pro-forma, freehand report or computer based report. It may involve a brief description, diagrams and/or sketches.

Protection systems may be provided by electronic, human or physical means.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in dealing with people in a friendly, firm and culturally appropriate manner

Concurrent assessment of units

It is recommended that is assessed in conjunction with this unit/ the following unit of competency:

- Maintain a safe and secure environment.

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's functions
- the institution's insurance and liability requirements in relation to individual staff responsibilities
- relevant State/territory occupational health and safety requirements in relation to obligations of employers and employees
- the institution's health, safety and activity procedures
- likely causes of workplace accidents relevant to the institution's environment
- the institution's accident, emergency and disaster plans
- listening, questioning and clarification
- oral reporting
- writing report of accident, incident
- speaking in a friendly, firm and culturally appropriate manner
- working collaboratively in a team
- leading a team
- customer service
- remaining alert to potential breaches of security
- dealing with conflict
- remaining calm and positive in adversity
- thinking and responding quickly
- conflict resolution
- monitoring, maintaining and ordering stock and equipment
- monitoring and maintaining security equipment

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job, or in a simulated situation.

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	3	3	1	3	1

Plan and carry out the movement and storage of objects

CULMS409A

This unit refers to planning procedures for the movement and storage of objects and the implementation of the plan.

ELEMENT

PERFORMANCE CRITERIA

Determine appropriate methods

Information regarding object's nature, condition, current and proposed location, intended use and possible transport needs is sought and obtained

Options are prepared and their feasibility is assessed against standards for best practice and existing constraints

Decisions for movement and storage methods are made in accordance with current best practice standards and institution's procedures and practices

Plan procedures

Transport routes and storage systems are investigated and assessed

Resources required are assessed, the assistance of suitably skilled people and suitable facilities and equipment are obtained

Schedules, budgets and actions required are detailed

Proposed plan procedures are communicated to all parties concerned

Move or store objects

Objects are stored in accordance with the institution's preferred methods, separated and labelled for easy retrieval in accordance with national guidelines

Risks and hazards are minimised in accordance with current best practice standards and occupational health and safety requirements

Transport and handling methods meet current best practice standards; appropriate equipment is issued; hazards are reduced en route in accordance with occupational health and safety requirements

Maintain records

Documentation required by the institution is maintained to current best practice standards and new records prepared as required

Information is modified as required by circumstances and reviewed regularly

Legal and ethical requirements and cultural protocols are met and confidentiality and constraints regarding data protection and management are respected

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

The movement and storage of objects may:

- take place within the institution
- involve transferring objects into the institution from outside
- involve transferring objects from within the institution to an outside location
- involve various forms of transport

Objects for movement and storage may be of varying condition.

Planning procedures may include consideration of:

- suitable transfer methods
- protection and security of objects
- protective materials and equipment
- transportation equipment
- transportation routes
- 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 objects at destination

Information records may be maintained in a variety of formats including written, photographic, film and video, sound, computer based.

Written information records may involve completion of institution's pro-forma, freehand report or computer based report.

Outside assistance may be required eg from transport agencies.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competency in safe object handling and safe work practices and manual handling procedures

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Maintain a safe and secure environment

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's policies and procedures for moving and storing objects
- the principles of access and accountability
- the principles and ethics of conservation
- the institution's information management practices
- relevant legal, ethical and financial responsibilities
- cultural protocols
- logistics
- sources of expert advice
- safe work and manual handling procedures
- relevant licensing regulations where specialist machinery is used
- listening, questioning and clarification
- oral reporting
- writing reports, plans
- reading plans, schedules, reports, guidelines
- working collaboratively in a team
- leading a team
- project planning and management
- scheduling
- resource planning and allocation
- manual dexterity when handling objects

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- CV or portfolio
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	2	3	3	2	3	2

Provide research assistance

CULMS410A

This unit refers to providing assistance in collecting, analysing and presenting research data and findings.

ELEMENT

PERFORMANCE CRITERIA

Confirm aims and desired outcomes of research

Details of research purpose, aims and desired outcomes are clarified and confirmed with relevant personnel

Details of scope of research assistance, method, procedures, timeframes and available resources are clarified and confirmed

Details of roles and responsibilities in reaching expected outcomes of the research assistance are identified and confirmed

Collect and analyse information

Information is sought from appropriate sources in accordance with agreed procedures for research assistance

Information obtained is appropriate, comprehensive and meets its intended purpose

Records of the investigations are kept and maintained in accordance with agreed procedures

Present findings

Summaries of the required research information are provided when appropriate

Research findings are presented to relevant people in appropriate language, style and format

Supporting information, explanations and arguments are provided as appropriate

Documentation is prepared according to agreed format and institution's procedures and practices

Reports and other records are filed according to institution's procedures

Issues arising from the research which require further action or research are identified and notified to appropriate personnel

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Research assistance may be required for investigation into:

- the institution's collection
- objects for acquisition or disposal
- issues relating to public programs
- fields of study associated with the institution
- scientific or technical processes such as conservation

Research assistance will generally be provided to other staff in the institution when the purpose and objectives of the research are determined and directed by others.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in using computers for data entry and retrieval and producing documents

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit titled:

- Use information technology

Underpinning knowledge and skills

Skills and knowledge are required in:

- research protocols and procedures
- subject matter relating to topic under research
- analysing and presenting information
- the institution's preferred format and style for documenting research findings
- listening, questioning and clarification
- reading, understanding and interpreting written documents associated with the tasks
- speaking in a friendly and culturally appropriate manner
- writing notes, business letters, research reports
- using computers for word processing and data entry and retrieval
- working collaboratively in a team
- time management

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- oral or written questions
- practical demonstration
- third party report addressing performance criteria
- portfolio
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	2	1

Provide technical support for the accommodation of objects

CULMS411A

This unit refers to preparing accommodation for objects to be installed.

ELEMENT

PERFORMANCE CRITERIA

Prepare a location for the accommodation of objects

Accommodation requirements are clearly identified, assessed and confirmed with the appropriate personnel

Equipment and materials used in the preparation are agreed with all relevant personnel

Preparation is completed according to agreed timescales and resources

Accommodation is prepared according to all agreed requirements

Information relating to the preparation is accurately recorded and passed to the appropriate personnel

Safe work and manual handling procedures are complied with at all times

Construct and assemble mountings and display components for objects

Mounting and display requirements of objects are clearly agreed with the relevant personnel

Mountings and display components are suitably tested before installation

Assembly methods are clearly specified and suitably allocated with sufficient information to complete all objectives

Mountings and materials used are compatible with the conservation requirements of the objects

Construction work is completed according to agreed timescales and resources

Mountings and display components are capable of being disassembled and reassembled to meet specified relocation requirements

	Construction requirements that cannot be met are assessed and alternative solutions clearly proposed
	Information relating to the construction and assembly is accurately recorded and passed to the appropriate personnel
	Safe work and manual handling procedures are complied with at all times
Install objects in new locations	Installation requirements are reassessed and agreed with relevant people
	Accommodation area is available and prepared according to the specified requirements
	Resources necessary to install components are identified and obtained
	Installation methods are clearly specified and suitably allocated with sufficient information to complete all objectives
	Installation work is completed according to agreed timescales and resources
	Objects are installed according to all specified requirements
	Installation methods do not unnecessarily complicate later relocation of objects or reuse of facilities
	Installation requirements that cannot be met are assessed and alternative solutions clearly proposed
	Installation problems and defects are resolved as quickly as possible
	Information relating to the installation is accurately recorded and passed to the appropriate personnel
	Safe work and manual handling procedures are complied with at all times

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Consideration of the accommodation requirements may include:

- access
- space
- environment
- protection
- display
- documentation
- condition of the building
- services

The accommodation for objects may need to be agreed with:

- conservator
- curator
- exhibition designer
- security
- registrar

Types of accommodation may include permanent, temporary or storage.

Mountings and displays may be permanent or temporary.

Mountings may include:

- wall mountings
- free standing mounts
- ceiling mountings

Mounting and display requirements may include:

- visual access
- interactive access
- security
- safety and protection of object
- safety and protection of visitors
- conservation

The types of installation may include:

- mounting
- construction
- adaptive work

The components for installation may include:

- mountings
- display cases
- furniture
- interactive displays
- enclosures

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in relevant technical procedures and practices

Concurrent assessment of units

Interdependent assessment of units refers to an assessment relationship between units. It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Maintain a safe and secure environment
- Develop and apply knowledge of the institution
- Participate in, lead and facilitate work teams

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's technical requirements for installing objects
- relevant technical procedures and practices
- sources of advice
- relevant environmental and other risk factors of the collection
- legal, financial and ethical requirements
- cultural protocols
- safe object handling techniques
- object protection and security
- safe work and manual handling practices
- listening, questioning and clarification
- oral reporting
- reading and interpreting specifications
- working collaboratively in a team
- team leadership
- adapting or modifying existing structures
- installing components
- assembling and disassembling mountings and displays
- using specialised equipment where evidence of compliance with relevant legislative requirements is to be provided
- performing work, where appropriate, to the standard required in other industry competency standards

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- CV or portfolio evidence
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	3	3	2	3	3

Record and maintain information about the collection

CULMS412A

This unit refers to recording objects in the collection through the institution's documentation procedures.

ELEMENT

PERFORMANCE CRITERIA

Describe and record the object

Handling of object ensures its integrity and condition are not threatened

Research is conducted to establish the object's history and other relevant information

Records provide all fields of information required by the institution and aid access and accountability

Legal constraints and cultural protocols regarding data protection and management are respected

The record is readily retrievable by relevant personnel in the institution

Maintain information records

Content of records reflects institution's information needs and policies

Confidential information is protected and copyright requirements are adhered to in the storing of records

Records are stored safely and regularly retrieved and reviewed for content and format as required

Information is modified, transferred or deleted in accordance with institution's policy and ethical principles

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles

- communication channels
- compliance with legislation, codes and workplace standards

Information will be recorded and maintained for procedures such as:

- numbering, location and movement control
- indexing and retrieval
- acquisition and disposal
- loans
- cataloguing
- research
- exhibitions
- reproduction conditions
- copyright issues
- conservation specifications

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

Records may be in any combination of the following formats:

documentary

- photographic
- film and video
- sound recordings
- computer based

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competency in skills in handling objects with care and precision and in using institution's information system

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Follow health, safety and security procedures
- Apply legislative and cultural protocols to the institution
- Use information technology

Underpinning knowledge and skills

Skills and knowledge are required in:

- relevant scientific, technical or historical factors
- subject matter relevant to objects
- object handling procedures
- object identification techniques
- sources of curatorial and conservation advice
- cultural protocols
- Indigenous culture and issues
- information management techniques
- institution's record keeping policies and procedures
- the principles of access and accountability
- legal and ethical requirements
- issues relating to copyright
- relevant OHS issues
- listening, questioning and clarification
- oral reporting
- writing memos and reports
- speaking in a friendly and culturally appropriate manner
- reading and interpreting documentation relating to specific objects and to the collection
- working collaboratively in a team
- manual dexterity when handling objects
- research analysis
- keyboarding
- using computers for word processing, spreadsheets, data base entry and retrieval

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	2	2	2	2	2

This unit refers to operating computer hardware and computer packages.

ELEMENT

PERFORMANCE CRITERIA

Operate computer hardware

Appropriate computer hardware and related equipment is used to produce the required outcome in accordance with the requirements of the task

A range of computer hardware and related equipment is operated and maintained to complete routine tasks

Keyboard and equipment are used according to institution's guidelines on speed and accuracy and in accordance with OHS guidelines

Operate computer packages

Appropriate software is used to produce the required outcome in accordance with the requirements of the task

Documents are saved and stored in appropriate directory

Data is accessed/produced, retrieved and manipulated to meet the requirements of the task

Files are saved in appropriate directory and application is exited without losing data

Access and use user support resources

On-line help is used to overcome basic difficulties with applications

Manuals and training booklets are used to solve minor problems

Assistance is sought from technical support as required

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles

- communication channels
- compliance with legislation, codes and workplace standards

Computer hardware and related equipment may include stand alone and networked systems and may include:

- personal computers
- printers, scanners
- multi-media devices and peripherals

OHS guidelines relate to the safe use of:

- screen based equipment
- computing equipment
- related equipment
- work stations

The institution's guidelines may relate to:

- security procedures
- OHS procedures
- maintenance procedures

Documents may include but are not limited to:

- established files
- applications

Software variables may include:

- commercial software applications
- institution specific software
- word processing, spreadsheet, database, graphic, communication packages and presentation functions
- internet

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in operating computer hardware and software

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Develop and apply knowledge of the institution
- Follow health, safety and security procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- the function of the institution
- general OHS principles and responsibilities
- basic technical IT terminology
- ergonomic principles and practices to avoid muscle strain
- reading and interpreting basic workplace documents and user manuals
- speaking in a friendly and culturally appropriate manner
- writing workplace documents

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- CV or portfolio
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
1	1	1			1	1

This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

ELEMENT

PERFORMANCE CRITERIA

Establish evidence required for a specific context

The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance is established for a specified context

Relevant unit(s) of competency is/are read and interpreted accurately to identify the evidence required

Evidence requirements are specified to:

- assure valid and reliable inferences of competency
- authenticate the performance of the person being assessed
- confirm that competency is current

Sufficient evidence is specified to show consistent achievement of the specified standards

The cost of gathering the required evidence is established

Establish suitable assessment method(s)

Assessment methods are selected which are appropriate for gathering the type and amount of evidence required

Opportunities to consolidate evidence gathering activities are identified

Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed

Develop assessment tools appropriate to a specific assessment context

An assessment tool is developed to gather valid, reliable, sufficient evidence for a specific assessment context

The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context

	Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed
	The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment will occur.
Trial assessment procedure	Assessment methods and tools are trialled with an appropriate sample of people to be assessed
	Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration
	Appropriate adjustments are made to improve the assessment method and tools in light of the trial.
	Assessment procedures including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise or training organisation where applicable

RANGE OF VARIABLES

Assessment system may be developed by:

- the industry through the endorsed component of training packages assessment guidelines
- the enterprise
- a Registered Training Organisation
- a combination of the above

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards
- employee classification
- remuneration
- progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment

verification arrangements
auspicing arrangements, if applicable
partnership arrangements, if applicable

Specific assessment context may be determined by:

- purpose of the assessment such as:
 - to gain a particular qualification or a licence
 - to determine employee classification
 - to recognise prior learning/current competencies
 - to identify training needs or progress
- location of the assessment such as:
 - on the job or off the job
 - combination of both

assessment guidelines of training package or other assessment requirements

Characteristics of persons being assessed include:

- language, literacy and numeracy needs
- cultural language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors team leaders
- technical specialists

Appropriate procedure:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
 - the industry
 - the enterprise
 - the training organisation
 - a combination of the above
- The assessment procedure should specify the following:
 - recording procedure
 - appeal/review mechanism
 - assessment methods to be used
 - instructions/materials to be provided to the person(s) being assessed

- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed

Assessment methods may include:

- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios of evidence
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production projects and exercises
- sets of verbal/written/computer based questions to be asked
- performance checklists
- log books
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements.

Assessment environment and resources to be considered:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Allowable adjustments may include:

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment, eg word processor or lifting gear
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- documentation in relation to:
 - specific assessment context, including the purpose of assessment
 - features of the assessment system
 - characteristics of the person being assessed
 - evidence of competency required
 - plan of opportunities for gathering the evidence required
 - assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments
- an assessment procedure for the specific context

Assessment requires evidence of the following processes to be provided:

- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context.
- how the assessment tool was validated and ratified by appropriate personnel.

Concurrent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Underpinning knowledge and skills

Skills and knowledge are required in:

- knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- knowledge of the Assessment Guidelines of the Workplace Training and Assessment Training Package
- skills in the application of various assessment methods, relevant to workplace context
- planning of own work including predicting consequences and identifying improvements

- language, literacy and numeracy skills required to:
 - read and interpret relevant information to plan assessment
 - give clear and precise information instructions in spoken or written form
 - adjust spoken and written language to suit target audience
 - write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
 - prepare required documentation using clear and comprehensible language and layout
 - calculate and estimate costs
- communication skills appropriate to the culture of the workplace and the individual(s)

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Access will be required to:

- relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel

Method and context of assessment

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.

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
3	3	3	3	3	2	2

This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context

ELEMENT	PERFORMANCE CRITERIA
Identify and explain the context of assessment	<p>The context and purpose of assessment are discussed and confirmed with the person(s) being assessed</p> <p>The relevant performance standards to be used in the assessment (eg current endorsed competency standards for the specific industry) are clearly explained to the person being assessed</p> <p>The assessment procedure is clarified and expectations of assessor and candidate are agreed</p> <p>Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed</p> <p>The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure</p> <p>Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed</p>
Plan evidence gathering opportunities	<p>Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency</p> <p>The need to gather additional evidence which may not occur as part of the workplace or training activities are identified</p> <p>Evidence gathering activities are planned and scheduled in accordance with the assessment procedure</p> <p>Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure</p>

Organise assessment	<p>The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment</p> <p>Appropriate personnel are informed of the assessment</p> <p>Spoken interactions, and any written documents, employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and by appropriate personnel</p>
Gather evidence	<p>Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence</p> <p>The evidence specified in the assessment procedure is gathered, using the assessment methods and tools</p> <p>Evidence is gathered in accordance with specified allowable adjustments where applicable</p> <p>The evidence gathered is documented in accordance with the assessment procedure</p>
Make the assessment decision	<p>The evidence is evaluated in terms of:</p> <ul style="list-style-type: none"> • validity • authenticity • sufficiency • currency • consistent achievement of the specified standard <p>The evidence is evaluated according to the dimensions of competency:</p> <ul style="list-style-type: none"> • task skills • task management skills • contingency management skills • job/role environment skill • transfer and application of knowledge and skills to new contexts <p>Guidance is sought, when in doubt, from a more experienced assessor(s)</p> <p>The assessment decision is made in accordance with the criteria specified in the assessment procedure</p>
Record assessment results	<p>Assessment results are recorded accurately in accordance with the specified record keeping requirements</p>

Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel

Provide feedback to persons being assessed

Clear and constructive feedback in relation to the performance including guidance on further goals/training opportunities is given to the person(s) being assessed using language and strategies to suit the person(s)

Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed

The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged

Report on the conduct of the assessment

Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure

Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedures

Suggestions for improving any aspect of the assessment process are made to appropriate personnel

RANGE OF VARIABLES

Assessment system may be developed in:

- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process

- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees, if applicable
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Specific assessment context may be determined by:

- purpose of the assessment such as:
 - to gain a particular qualification or a licence
 - to determine employee classification
 - to identify training needs or progress
 - to recognise prior learning/current competencies
- location of the assessment such as:
 - on the job or off the job
 - combination of both
- Assessment Guidelines of Training Package or other assessment requirements
- features of assessment system

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural language and educational background
- educational background or general knowledge
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- the industry
- the enterprise
- the training organisation
- a combination of the above

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed

Assessment methods may include

- work samples and/or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement:

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements.

Allowable adjustments may include:

- provision of personal support services, eg Auslan interpreter, reader, interpreter, attendant carer, scribe

- use of adaptive technology or special equipment, eg word processor or lifting gear
 - design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

Assessment environment and resources to be considered may include:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Recording procedures may include:

- forms designed for the specific assessment result (paper or electronic)
- checklists for recording observations/process used (paper or electronic)
- combination of the above

Assessment reporting:

- Final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- Summative assessment reports, where issued, will indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in states/territories.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- description of the assessment context, including the purpose of assessment, the relevant competency or other performance standard and assessment procedure used
- description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- conduct of assessment in accordance with competency requirements
- recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Assessment requires evidence of the following processes to be provided:

- how agreement was sought with the person(s) being assessed on the conduct of the assessment
- how opportunities to gather evidence were identified as part of workplace or training activities

- how evidence is gathered in accordance with the assessment procedure
- how evidence gathering activity covered the dimensions of competency
- how resources were arranged according to the assessment procedure
- how appropriate personnel are consulted
- how evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment was conducted to ensure that:
 - all arrangements and activities were understood by all parties
 - the person was put at ease and the supportive assessment environment was created
 - language, literacy and numeracy issues were taken into consideration
- how constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- how guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed

Concurrent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Underpinning knowledge and skills

Skills and knowledge required in:

- knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- assessment guidelines of the Workplace Training and Assessment Training Package
- planning of own work including predicting consequences and identifying improvements
- skills in the application of various assessment methods/tools, relevant to workplace context
- language, literacy and numeracy skills required to:
 - give clear and precise instructions and information in spoken or written form
 - seek confirmation of understanding from the person(s) being assessed
 - adjust language to suit target audience
 - prepare required documentation using clear and comprehensible language and layout
 - ask probing questions and listen strategically to understand responses of the person being assessed
 - seek additional information for clarification purposes

- use verbal and non-verbal language to promote a supportive assessment environment
- use language of negotiation and conflict resolution to minimise conflict
- communication skills appropriate to the culture of the workplace and the individual(s)

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Access will be required to:

- relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel

Method and context of assessment

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

KEY COMPETENCIES

Collect, analyse & organise information	Communi- cate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
2	2	2	2	2	2	3

This unit covers requirements to review assessment procedures in a specific context.

ELEMENT	PERFORMANCE CRITERIA
Review the assessment procedure(s)	<p>Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria</p> <p>The review process established by the enterprise, industry or registered training organisation is followed</p> <p>The assessment procedure is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation</p> <p>Review activities are documented, findings are substantiated and the review approach evaluated</p>
Check consistency of assessment decision	<p>Evidence from a range of assessments is checked for consistency across the dimensions of competency</p> <p>Evidence is checked against the key competencies</p> <p>Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon</p>
Report review findings	<p>Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes</p> <p>Records are evaluated to determine whether the needs of appropriate personnel have been met</p> <p>Effective contributions are made to system-wide reviews of the assessment process and feedback procedures are reviewed</p>

RANGE OF VARIABLES

Assessment system may be developed by:

- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above

The assessment system should specify the following:

the purpose of assessment

competencies required of assessors

record keeping procedures and policies

- any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees, if applicable
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Specific assessment context may be determined by:

- purpose of the assessment such as:
 - to gain a particular qualification or a licence
 - to determine employee classification
 - to identify training needs or progress
 - to recognise prior learning/current competencies
- location of the assessment such as:
 - on the job or off the job
 - combination of both
- Assessment Guidelines of Training Package or other assessment requirements
- features of assessment system

Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed

- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- the industry
- the enterprise
- the training organisation
- a combination of the above

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed

Assessment methods may include a combination of:

- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements.

Allowable adjustments may include:

- provision of personal support services, eg Auslan interpreter, reader, interpreter, attendant carer, scribe
- use of adaptive technology or special equipment, eg word processor or lifting gear
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

Assessment environment and resources to be considered:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- documented process for the review of the assessment procedure(s)
- a report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications

Assessment requires evidence of the following processes to be provided:

- how the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- why particular review/evaluation methodologies were chosen
- how cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review

Concurrent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Underpinning knowledge and skills

Skills and knowledge are required in:

- knowledge of the review process established by the industry, enterprise or training organisation
- knowledge of evaluation methodologies relevant to the assessment context
- relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- knowledge of relevant organisational policies and procedures of the workplace and/or job role
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- skills in the application of various assessment methods/tools in a relevant workplace context
- planning own work including predicting consequences and identifying improvements

- language, literacy and numeracy skills required to:
 - read and interpret review procedures
 - participate in discussions and listen strategically to evaluate information critically
 - gather, select and organise findings from a number of sources
 - document findings in summary form, graphs or tables
 - present findings in a short report to relevant personnel
 - make recommendations based on findings
 - determine cost effectiveness
- communication skills appropriate to the culture of the workplace and the individual(s)

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Access will be required to:

- relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms
- assessment decisions, relevant workplace equipment, appropriate personnel

Method and context of assessment

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment may occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

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
3	2	3	3	3	3	3

This unit covers the requirement for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis

ELEMENT

PERFORMANCE CRITERIA

Prepare for training

Specific needs for training are identified and confirmed through consultation with appropriate personnel

Training objectives are matched to identified competency development needs

Training approaches are planned and documented

Deliver training

Training is conducted in a safe and accessible environment

Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources

Strategies and techniques are employed which facilitate the learning process

Objectives of the training, sequence of activities and assessment processes are discussed with training participants(s)

A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)

Provide opportunities for practice

Practice opportunities are provided to ensure that the participant achieves the components of competency

Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants

Review training

Participants' are encouraged to self evaluate performance and identify areas for improvement

Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance

Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives

Training details are recorded according to enterprise and legislative requirements

Results of evaluation are used to guide further training

RANGE OF VARIABLES

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures

Appropriate personnel may include:

- team leaders/supervisors/technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills

- transfer and application of skills and knowledge of new contents

Characteristics of training participant may include information in relation to:

- language, literacy and numeracy needs
- cultural, language and educational background
- educational background or general knowledge
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons)

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operation procedures
- finances/costs

Strategies and techniques may include:

- active listening
- target questioning
- points of clarification
- group discussions

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- description of specific training needs and required competency outcomes
- outline of the training approach and steps to be followed
- description of training participant(s) and delivery method(s) to be used
- specific resources required
- outline of the evidence to be collected for monitoring training participant progress
- trainer's self assessment of training delivery
- participant evaluation of training delivery
- evaluation of review comments against plan of training
- records/documentation for monitoring progress of training participant(s)

Evidence may be collected using proformas or template.

Assessment requires evidence of the following processes to be provided:

- how the specific training need was determined
- how the sequence of the training was determined
- how appropriate personnel were identified
- why particular delivery method(s) were selected
- how the characteristics of training participant(s) were identified
- how the resource requirements were established
- how participant progress was monitored
- why and how the training resources were selected
- how appropriate personnel confirmed training arrangements
- how participants were informed of
 - intended training outcomes
 - competencies to be achieved
 - on and/or off the job practice opportunities
 - benefits of practices
 - learning activities and tasks
 - assessment tasks and requirements
- how constructive feedback was provided to training participant about progress toward competency to be acquired
- how training participant's readiness for assessment was determined and confirmed
- how records were maintained to ensure confidentiality, accuracy and security

Evidence may be provided verbally or in written form.

Concurrent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Underpinning knowledge and skills

Skills and knowledge required in:

- competency in the units being taught
- workplace application of the relevant competencies
- identification of evidence of competency
- planning of own work including predicting of consequences and identifying improvements
- application of relevant workplace policies (eg OHS and EEO) and any relevant legislative or regulatory requirements
- correct use of equipment, and any other processes and procedures appropriate for the training
- language, literacy and numeracy skills required to:
 - conduct discussions and ask probing questions to review the training
 - gather information (in spoken or written form) for review purposes
 - make verbal recommendations for delivery of future training
 - adjust language to suit target audience (training participant/appropriate personnel)
 - complete records on training
 - provide verbal feedback and report on training outcomes
- follow and model examples for written texts

- promote training in verbal or written form
- communication skills appropriate to the culture of the workplace, personnel and training participants

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Access to records system for training, information, and training participants and supervisory staff, where appropriate.

Method and context of assessment

Competency in this unit needs to be assessed over a period of time and in a range of contexts, and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

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
3	2	2	2	2	2	2

Establish and manage effective workplace relationships

BSXFMI503A

Frontline Management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and institutions achieve planned outputs/outcomes.

ELEMENT

PERFORMANCE CRITERIA

Gather, convey and receive information and ideas

Information to achieve work responsibilities is collected from appropriate sources

The method(s) used to communicate ideas and information is appropriate to the audience

Communication takes into account social and cultural diversity

Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches

Develop trust and confidence

People are treated with integrity, respect and empathy

The institution's social, ethical and business standards are used to develop and maintain positive relationships

Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance

Interpersonal styles and methods are adjusted to the social and cultural environment

Build and maintain networks and relationships

Networking is used to identify and build relationships

Networks and other work relationships provide identifiable benefits for the team and organisation

Manage difficulties to achieve positive outcomes

Problems are identified and analysed and action is taken to rectify the situation with minimal disruption to performance

Colleagues receive guidance and support to resolve their work difficulties

Continued poor performance is managed within the institution's processes

Conflict is managed constructively within the institution's processes

Difficult situations are negotiated to achieve results acceptable to the participants, and which meet the institution's and legislative requirements

RANGE OF VARIABLES

Persons demonstrating this competency will use the institution's:

- goals, objectives, plans, systems
- quality and continuous improvement and processes
- processes and standards
- business and performance plans
- resources which may be subject to negotiation
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in managing relationships effectively to achieve goals/results

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Promote the institution
- Manage operations to achieve planned outcomes
- Provide information technology support

Underpinning knowledge and skills

Skills and knowledge are required in:

- working autonomously under broad guidance
- supervising others
- guiding teams
- contributing to planning and managing the of work of others
- self-directed application of knowledge
- demonstrating substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions
- operating in varied or highly specific contexts
- using competencies independently for routine and non-routine purposes
- using judgement for self and others in planning and using resources, services and processes to achieve outcomes within time and budget constraints
- the institution's policies, practices and procedures
- the institution's functions, services and products
- the institution's visitors and clients
- the institution's codes of conduct, protocols, quality assurance guidelines
- managing relationships effectively to achieve goals/results
- researching, acquiring and using information appropriate to work responsibility
- monitoring and introducing ways to improve work relationships
- performing in a way which strengthens and reinforces relationships
- developing effective relationships in diverse internal and external environments
- mixing confidently with a broad range of people
- communicating clearly and concisely
- responding effectively to unexpected demands from a range of sources
- providing honest and constructive feedback
- using effective consultative processes
- encouraging contrary views to be submitted and discussed
- treating people openly and fairly
- contributing to the removal of discrimination/bias in the workplace
- developing constructive responses when confronted with problems and difficulties
- using information management systems
- selecting and using available technology appropriate to the task

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- organisation's OHS and staffing policies
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	1	3	2

Manage quality customer service

BSXFMI507A

Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the institution and the customer. This will be carried out in the context of the institution's policies and practices as well as legislation, conventions and codes of practice.

ELEMENT

PERFORMANCE CRITERIA

Plan to meet internal and external customer requirements

The needs of customers are researched, understood and assessed and included in the planning process

Provision is made in plans to achieve the quality, time and cost specifications agreed with customers

Ensure delivery of quality products/ services

Products/services are delivered to customer specifications within the teams/institution's business plan

Individual/team performance consistently meets quality, safety, resource and delivery standards

Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards

Monitor, adjust and report customer service

The institution's systems and technology are used to monitor progress in achieving product/service targets and standards

Customer feedback is sought and used to improve the provision of products/services

Resources are used effectively and efficiently to provide quality products/services to customers

Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups

Adjustments are made to products/services and those who have a role in their planning and delivery are informed of changes

Records, reports and recommendations are managed within the organisation's systems and processes

RANGE OF VARIABLES

A person demonstrating competency in this unit uses the institution's:

- goals, objectives, plans, systems
- quality and continuous improvement and processes
- processes and standards
- business and performance plans
- resources which may be subject to negotiation
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:

- people
- information
- buildings/facilities
- equipment
- power/energy
- finance
- time
- technology

Customers may be:

- internal or external
- drawn from existing or new sources

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- Competence in managing work effectively to achieve goals and results to required quality standard

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Undertake research
- Plan, develop and deliver activities, events and programs
- Manage operations to achieve planned outcomes
- Provide information technology support

Underpinning knowledge and skills

Skills and knowledge are required in

- working autonomously under broad guidance
- supervising others
- guiding teams
- planning and managing the work of others
- self-directed application of knowledge
- substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operating in varied or highly specific contexts
- using competencies independently for routine and non-routine purposes
- using judgement for self and others in planning and using resources, services and processes to achieve outcomes within budget and time constraints
- the institution's policies, practices and procedures
- the institution's functions, services and products
- the institution's visitors and clients
- the institution's codes of conduct, protocols, quality assurance guidelines
- managing work effectively to achieve goals and results
- managing products/services within budget constraints
- making decisions within responsibility and authority
- researching, acquiring and using information appropriate to work responsibility
- monitoring/introducing ways to improve products/services
- using effective consultative processes
- ensuring that legislation and standards are met in providing customer service
- developing and maintaining effective communication with customers
- seeking customer feedback and acting on constructive advice
- treating people openly and fairly
- promoting available learning methods to enable colleagues to maintain current competence
- preparing and negotiating recommendations to improve customer service
- using information management systems
- selecting and using available technology appropriate to the task

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement

- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	3	2	3		3	2

Apply basic preservation techniques

CULMS501A

This unit refers to examining the condition of an object and applying basic and routine preservation techniques to minimise deterioration.

ELEMENT

PERFORMANCE CRITERIA

Assess object to determine its condition

Condition of the object is assessed relative to its nature and the institution's plans for its use

Appropriate expert advice is obtained where necessary

Object is examined using appropriate examination techniques which do not interfere with its integrity and condition

Existing documentation is reviewed, evidence of change in physical nature, condition, extent of damage or degradation to the object is recorded, and any special needs regarding handling and transport are noted

Assist with basic and routine preventive action

Appropriate environmental conditions for the object are created

Action is taken to counter active agents of deterioration in accordance with current best practice guidelines

Physical condition of object is considered and appropriate protective action is taken

Procedures for monitoring object are established

Assist with the application of basic and routine care of collection

Basic care is applied to the collection in accordance with current best practice guidelines

Appropriate expert advice is obtained where necessary

The level of treatment is appropriate for the object and plans for its future use are ethical and meet established principles

Techniques are applied according to occupational health and safety requirements

The object is safe for its proposed use

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Objects will be assessed using a variety of methods including observation, instrumental examination.

They may be assessed in a workshop, laboratory or elsewhere.

Object examination techniques:

- follow industry best practice guidelines
- maintain the integrity of the object
- consider the fragility, vulnerability and stability of the object

Countering deterioration may require taking any of the following into account:

- light, temperature, humidity, climate, pollution
- materials used for storage and display
- pests
- nature and location of the building or site
- influence of human activities
- security considerations

Basic and routine preventive action may involve monitoring, cleaning, relocation, protection, maintenance, and basic treatment.

Basic and routine treatments do not include those which involve the introduction of other elements into the object but may include:

- surface cleaning and dusting
- cleaning glass
- boxing
- flattening maps
- framing and unframing

Consultation with a qualified conservator will be required frequently.

Facilities and personnel to conduct the conservation work may be internal or external to the institution.

Documentation of object assessment may involve completion of organisation's pro-forma, freehand report or computer based report. It may include written text, diagrams, sketches and/or photographs.

EVIDENCE GUIDE

Critical aspect of evidence:

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- skills in taking instructions and working under the guidance of a qualified conservator

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit titled:

- Maintain a safe and secure environment
- Develop and apply knowledge of the institutional

Underpinning knowledge and skills

Skills and knowledge are required in:

- available sources of appropriate expert advice
- institution's record keeping procedures relating to objects
- distinction between preservation, conservation and restoration
- methods of protecting objects from damage and/or potential hazards
- relevant current best practice guidelines
- techniques for examining condition of objects
- suitable treatments and techniques for caring for objects
- basic principles and methods for handling objects
- suitable procedures for protecting, packing, cleaning, locating objects
- requirements for safe work and manual handling
- listening, questioning and clarification
- oral reporting
- writing reports and/or completing forms on object's condition
- reading and interpreting object condition reports and records
- working collaboratively in a team
- using resources and equipment for testing and examining objects

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	2	1	1	2	2

Arrange to acquire or dispose of objects

CULMS502A

This unit refers to the assessment of objects against the institution's policies and priorities for acquisition or disposal and the implementation of procedures to do so.

ELEMENT

PERFORMANCE CRITERIA

Assess the object

Objects are examined in accordance with industry best practice procedures to establish provenance, confirm significance and report condition

Associated records are examined to establish provenance, confirm significance and record condition in accordance with legal requirements

Consultations take place with all relevant parties and appropriate expert advice is obtained where necessary and object's relevance to the collection is determined

Losses, damage, discrepancies, deficiencies or other problems are noted and recorded appropriately in accordance with the institution's procedures and practices

Objects under consideration are assessed and reviewed in accordance with institution's procedures and practices

Implement institution's procedures for acquisition or disposal of an object

Priorities for acquisition or disposal of objects are determined in accordance with the institution's current policies and future requirements

Resources required to implement the acquisition or disposal are clearly identified based on adequate consultation within and outside the institution

Aesthetic considerations and any special conditions are taken into account and documented

Legal, ethical and financial requirements and cultural protocols are satisfied

All necessary correspondence has been entered into in accordance with institution's procedures and practices

Documentation recommending the acquisition or disposal of objects is in accordance with institution's procedures and practices and proposal is submitted to relevant personnel for consideration and approval

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Acquisition or disposal must take place within the principles and guidelines established for the institution's Collection Management policies and Exhibitions policies.

Acquisition or disposal may take place for the purpose of:

- improving or rationalising the collection
- mounting or ending 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

Acquisition or disposal may take place between:

- different sections of the same institution
- two institutions
- the institution and commercial enterprises
- the institution and individuals or groups

Arrangements to acquire or dispose of objects may require:

- assistance from outside the institution eg legal advice or action, financial advice, valuations
- the use of equipment, machinery
- opinions of subject matter experts
- opinions of conservation experts.

Written reports should involve completion of institution's pro-forma, freehand report and/or computer based report.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- knowledge of the institution's priorities and procedures for acquisition and disposal of objects and competency in handling objects with care and precision

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Maintain a safe and secure environment
- Use information technology

Underpinning knowledge and skills

Skills and knowledge are required in:

- institution's Collection Management policy, goals and priorities
- institution's procedures and practices for assessing objects
- object's history and significance
- object handling techniques
- sources of curatorial and conservation advice
- potential sources for acquisition or potential avenues for disposal of objects
- relevant legal, ethical and financial requirements
- cultural protocols
- Indigenous culture and issues
- procedures for safe work and manual handling
- listening, questioning and clarification
- reading and interpreting records and reports relating to the acquisition and disposal of objects
- writing memos, business letters and reports
- speaking in a friendly and culturally appropriate manner
- working collaboratively in a team
- accessing information systems, libraries, archives, catalogues, indexes
- manual dexterity when handling objects
- community networking
- customer service
- using computers for word processing, spreadsheets, data base entry and retrieval

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals including OHS and preservation policy and procedures
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	2	3	2	2	2

Contribute to budget development

CULMS503A

This unit refers to assisting with the planning, preparation and monitoring of budgets.

ELEMENT	PERFORMANCE CRITERIA
Assist in budget planning	Assistance in preparing funding submissions or prospectuses is given to relevant personnel as required Costings of activities and services are undertaken as required Areas of expenditure are identified Research into income estimates is conducted Supporting information is provided as needed
Assist in preparing budget	Possible contingencies are identified to relevant personnel as necessary Recommendations for budget approval are made Budgets are made available to relevant personnel within an agreed timeframe
Reframe and adjust budget	Budget is monitored and any cost overruns are identified promptly to relevant personnel Proposed budget variations are presented to relevant personnel as necessary Approval to vary budget is obtained from relevant personnel
Maintain records and accountability	Reporting and accountability requirements are adhered to Records are maintained consistent with institution policies and procedures All relevant personnel are informed of the budget and its application to the area in which they work, expenditure limits and reporting responsibilities

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

This unit of competency applies to section or departmental budgets that form one part of a larger institution's or program's budget.

Areas of expenditure may include:

- salaries
- consumables
- capital expenditure

Relevant personnel include the director, finance manager and those personnel employed within the section or department of the institution.

Estimates of revenue may include:

- entrance fees
- program sales
- audio information fees
- consumable sales
- merchandise
- sponsorship

Preparing budgets may involve completion of paper proforma sheet or computer spreadsheet software programs.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competency in identifying and managing cost components

Underpinning knowledge and skills

Skills and knowledge are required in:

- the section or department of the institution in which the budget applies
- the institution's financial policies, procedures and reporting requirements
- relevant legal, ethical and financial requirements
- basic financial management
- available sources of advice
- listening, questioning and clarification
- financial report writing

- speaking in a friendly and culturally appropriate manner
- working collaboratively in a team
- identifying costs
- obtaining and evaluating quotes
- tracking expenditure
- reading and interpreting a balance sheet and a profit and loss account

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- CV or portfolio
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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	2	2

Coordinate installation and dismantling of small exhibitions

CULMS504A

This unit refers to the coordination of all aspects of installing and dismantling small exhibitions.

ELEMENT	PERFORMANCE CRITERIA
Determine and clarify exhibition purpose, aims and rationale	<p>Agreement is reached on exhibition's subject matter, style, objects to be used and where possible the intended audience experience</p> <p>Agreed purpose, aims, rationale and objectives are feasible in terms of time, locale and resource constraints</p>
Contribute to the development of draft exhibition design	<p>The design concept is clarified taking into account aesthetic considerations, visitor response, environment, collection requirements, transport and handling needs, locations and time frame</p> <p>Strategies for promoting and marketing the exhibition are put in train and community liaison is planned</p> <p>Operation of the exhibition is planned, including visitor pathways, maintenance and security needs, associated activities, publications and graphics display</p>
Refine and finalise plans	<p>Draft proposals are discussed with relevant personnel and amended as necessary</p> <p>Availability of all resources, objects, site materials, environmental controls, contractors and staff is confirmed</p> <p>Details of resources, procedures and safe work practices are confirmed and agreed with relevant personnel</p>
Coordinate installation of exhibition	<p>Plans are made and agreed with relevant personnel for the installation of the exhibition</p>

	<p>Security and safety of objects is maintained and prompt corrective action is taken in the event of accidents and unforeseen circumstances</p> <p>Objects are moved and handled in accordance with current best practice</p> <p>Associated graphics, signs, lighting, sound and special effects are installed according to the agreed specifications</p> <p>Resource constraints and safety considerations are met</p>
Coordinate dismantling the exhibition	<p>Plans are made and agreed with relevant personnel for the dismantling of the exhibitions</p> <p>Details of resources, facilities and procedures are clarified and agreed with all relevant personnel</p> <p>Dismantling proceeds according to plan, unexpected events and problems are corrected and resolved promptly</p> <p>Objects and hardware are returned to appropriate locations</p> <p>Files, documents and records are updated and amended as required</p> <p>Site is restored to required conditions</p>

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Outside assistance from contractors and other specialists may be required including designers, artists, preparators, printers, conservators, builders, electricians or other trades people.

Exhibitions may be:

- permanent
- temporary
- small
- travelling
- developed in-house or externally
- hired, borrowed or presented on behalf of another organisation or community group

Coordination of the installation may include planning for:

- preparation of the site
- packing, moving and handling objects and graphics
- detailing the exhibition
- contingencies and emergencies

Coordination of the dismantling may include planning for:

- packing,
- inventory
- transportation
- security and safety
- storage and disposal

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in planning, problem solving and project management.

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s:

- Maintain a safe and secure environment
- Participate in, lead and/or facilitate work teams

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's policies and procedures for installing and dismantling exhibitions
- the institution's record keeping procedures
- relevant legal, ethical and financial responsibilities
- relevant environmental and other risk factors of the objects
- relevant technical procedures and practices
- sources of expert advice
- safe object handling techniques
- object protection and security
- safe work and manual handling procedures
- relevant legislation and licensing requirements when specialised equipment is used
- listening, questioning and clarification

- oral reporting
- reading and interpreting designs, plans, specifications, reports
- writing plans, reports, business letters
- resource planning and management
- working collaboratively in a team
- team leadership
- project management
- performing work, where appropriate, to the standard in other industry competency standards

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- CV or portfolio
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	3

This unit refers to documenting information on objects in the collection.

ELEMENT

PERFORMANCE CRITERIA

Apply documentation procedures

Information used to classify objects is valid and reliable

Discrepancies in the information are clearly identified and evaluated for further action

Object is correctly matched to classes within the appropriate classification systems

Details are recorded accurately and clearly according to institution's procedures

All relevant people are informed of the need for updates to the documentation system

Assign and attach an accession number to an object

Accession numbers are allocated according to institution's procedures and practices

The identity of the object is confirmed before the accession process is implemented

Permanent accession number is allocated to the object from the correct sequence

The accession number is accurately recorded in the appropriate information system and backed up

All details required by the institution are accurately recorded

The accession number is accurately recorded on the object or in close association

Marks or labels are correctly applied to the object in a manner that does not damage the object or obscure important features

Previous markings or labels are preserved or recorded

All relevant people are informed of accession according to the institution's procedures

All work is conducted in accordance with health and safety procedures

RANGE OF VARIABLES

Work is conducted under limited guidance within a broad plan or budget. Significant judgement is required. A person demonstrating these competencies would be able to:

They would normally operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Information on objects may be recorded into archives, catalogues, index systems.

Information systems may be computerised or manual.

Accession details may include date of accession, name and address of the previous owner or holder, brief description, entry number, acquisition method, costs and copyright details.

Accession number relating to object may be by tag, label, containers.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competency in using the institution's information system and in handling objects with care and precision

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Identify and describe objects

Underpinning knowledge and skills

Skills and knowledge are required in:

- understanding of specialised knowledge with depth in some areas
- lateral thinking skills in solving difficult or unusual problems
- a wide range of highly specialised technical, creative or conceptual skills
- accountability for managing functions or others
- the institution's Collection Management policy, goals and priorities.
- the institution's information systems and procedures
- significance and history of the object

- object handling techniques
- subject matter expertise related to object, collection and institution
- object handling techniques
- relevant legal, ethical and financial requirements for documenting objects
- cultural protocols for documenting objects
- procedures for safe work and manual handling
- listening, questioning and clarification
- reading and interpreting records and reports relating to objects
- writing memos, business letters, labels and reports
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working collaboratively in a team
- working in a way which strengthens and reinforces relationships
- using computers for word processing, spreadsheets, data base entry and retrieval

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- project

This unit should be assessed either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	2	3	3

Manage operations to achieve planned outcomes

BSXFMI505A

Frontline Management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/institution. This pivotal role is carried out to create, safe, efficient and effective products and services to customer satisfaction within the institution's productivity and profitability plans.

ELEMENT

PERFORMANCE CRITERIA

Plan resource use

Resource information for planning is collected, analysed and organised in consultation with colleagues

Plans are prepared which make best use of the available resources, taking into account customer needs and institution's policies and practices

Contingency plans are prepared in the event of a need to vary the initial plans

Acquire resources to achieve plans

Employees are selected, recruited and inducted in accordance with institution's human resource policies and practices

Physical resources and services are acquired in accordance with institution's practices and procedures

Monitor performance

Performance is monitored to assess progress in achieving expected outcomes and plans

Budget and actual financial information is analysed and interpreted to monitor performance against expected outcomes and plans

Unsatisfactory performance is identified and prompt action is taken to rectify the situation

Recommendations for variation to plans are negotiated and approved by appropriate personnel

Monitor resource usage

Systems and procedures are monitored to establish whether resources are being used as planned

Problems with resource usage are investigated and rectified /or and reported to appropriate personnel

Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard

Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the institution's requirements

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Planning and use of resources may involve reference to:

- needs of internal and external customers
- institution's strategic goals
- workplace industrial agreements
- established systems and procedures
- competencies of the workforce
- international best practice and benchmarking relevant to museums
- relevant legislation, codes and practices
- access and equity principles and practices
- environmental standards
- ethical practices
- resource parameters which may be defined or negotiated
- technical standards established by industry and/or enterprise
- business and performance plans

Resources may include people, finance, equipment, power/energy, buildings/facilities, technology, information, time.

Records/reports may be oral or written.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in organising and using resources to achieve the institution's business plans

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit titled:

- Assist in the provision of a safe and secure environment
- Develop, implement and evaluate plans

Underpinning knowledge and skills

Skills and knowledge are required in:

- institution's business plan
- resources required to meet internal and external customer needs
- legislative requirements in resource utilisation
- institution's requirements in resource utilisation
- efficient and effective use of finite resources
- managing work effectively to achieve goals and results
- researching, acquiring and using information appropriate to responsibility
- making decisions within responsibility and authority in a diverse and complex workplace
- participating effectively in wider institutional processes which have an effect on operational performance
- organising and using resources to achieve business plans
- providing input to the institution's planning processes
- eliminating/minimising resource inefficiencies and waste
- creating products/services which are safe for customer use
- developing alternative and innovative approaches to improve resource use
- ensuring that legislative requirements are met in work operations
- preparing and negotiating recommendations to change operations
- using effective consultative processes
- seeking feedback and acting on constructive advice
- promoting available learning methods to assist colleagues
- using information management systems
- selecting and using available technology appropriate to the task
- recording/reporting information within established systems

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- journal
- third party evidence addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	2	2	2	2	2

Manage workplace information

BSXFMI506A

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the institution. They play a prominent part in motivating, mentoring, coaching and developing team members and in achieving team cohesion.

ELEMENT

PERFORMANCE CRITERIA

Identify and source information needs

The information needs of individuals and/or teams is determined and the sources are identified

Information held by the institution is reviewed to determine suitability and accessibility

Plans are prepared to obtain information which is not available/
accessible within the institution

Collect, analyse and report information

Collection of information is timely and relevant to the needs of individuals and/or teams

Information is in a format suitable for analysis, interpretation and dissemination

Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired

Use management information systems

Management information systems are used effectively to store and retrieve data for decision making

Technology available in the work area/institution is used to manage information efficiently and effectively

Recommendations for improving the information system are submitted to designated persons/groups

Prepare business plans/budgets

Individuals and/or teams are involved in business plan budget preparation in a way which uses their contribution effectively and gains their support for the outcomes

Business plans/budgets are prepared and presented in accordance with the institution's guidelines and requirements

Contingency plans are prepared in the event that alternative action is required

Prepare resource proposals

Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management

Estimates of resource needs and utilisation reflects the institution's business plans and customer and supplier requirements

Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Resources may include people, finance, equipment, power/energy, buildings/facilities, technology, information, time.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in researching, acquiring and using information appropriate to work responsibility

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Contribute to budget development
- Participate in, lead and/or facilitate work teams

Underpinning knowledge and skills

Skills and knowledge are required in:

- communicating with colleagues who have specialist responsibilities in financial and resource management
- preparing and negotiating recommendations to improve information systems
- using information management systems
- selecting and using available technology appropriate to the task

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- journal
- third party evidence addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	2	2	2	2

Plan, develop and deliver activities, events and programs

CULMS506A

This unit refers to planning, developing and delivering activities, events and programs to assist visitors to interpret objects and the collection.

ELEMENT	PERFORMANCE CRITERIA
Propose possible activities, events or programs	<p>The proposed activity, event or program contributes to and integrates with the institution's strategies and priorities</p> <p>Research is undertaken as necessary and a storyline and/or interpretive messages developed</p> <p>The purpose, scope and nature of the activity, event or program is described and the outcomes are defined</p> <p>The activity, event or program is physically and technically feasible within existing physical and financial resourcing constraints</p> <p>The activity, event or program, where appropriate, is part of a longer term strategy and can be integrated into future activities</p> <p>A proposal is presented for approval to relevant personnel in accordance with the institution's policies and procedures and meets specified user requirements</p>
Plan the use of resources to deliver the activity, event or program	<p>The intellectual and cultural content of the activity, event and program content is developed in accordance with the storyline and/or interpretive messages</p> <p>The resources required to complete each aspect of the activity, event or program are specified and obtained</p> <p>Timeframes for the preparation of the activity, event or program are clearly identified and agreed by all relevant parties</p>

	<p>The effect of the activity, event or program on other activities and people is identified and appropriate steps taken to coordinate activities</p> <p>Facilities are capable of delivering activities to the specified range of users</p> <p>Facilities provide a suitable environment for users to understand and appreciate objects and the collection</p> <p>Resources to operate the facilities are available and suitable</p> <p>OHS implications of the interpretive activity are clearly identified and matched to all relevant regulations</p>
<p>Deliver an activity, event or program</p>	<p>The activity, event or program is a realistic interpretation of the subject matter</p> <p>The activity, event or program is paced and sequenced to meet a range of requirements and types of audience</p> <p>Sites and locations chosen for the activity, event or program are appropriate environments and allow maximum visibility</p> <p>Members of the audience are encouraged to ask questions and seek clarification at appropriate stages in the activity, event or program</p> <p>Presentation and delivery style are adjusted according to audience behaviour and perceived levels of interest</p> <p>Objects and information used in the activity, event or program are carefully handled and undamaged</p> <p>OHS procedures are complied with at all times</p>
<p>Provide an activity, event or program which supports the participants' needs</p>	<p>The participants' needs are identified and activity, event or program is developed to deliver required needs</p> <p>The participants are informed of the objectives, structure and process of the activity, event or program</p> <p>Participants are encouraged to ask questions and seek clarification at appropriate stages during the activity, event or program</p>

	Modifications to the activity, event or program which improve its effectiveness are identified and agreed with relevant personnel
	The activity, event or program is evaluated according to clearly defined outcomes and success criteria
Provide opportunities for people to explore ideas	The requirements of participants are determined and the appropriate objects and information identified
	Access to the objects is suitably provided for participants to explore ideas
	Information provided to users is clear and accurate and presented in an interesting and lively manner
	Participants are encouraged to ask questions and seek clarification
	Participants are informed of the reasons why information is not available
	Security and safety of the objects and users is maintained
Develop information materials to support an activity, event or program	Existing information materials are identified and their suitability to the activity, event or program is assessed
	Information materials are developed to suit the purpose of the activity, event or program and the requirements of the users
	Information materials contain valid and reliable information and appropriate interpretations
	Information materials are developed within the resource and time constraints and are accessible to the audience within specified cost constraints

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Research and development of storyline and/or interpretive messages of the activity, event or program may be in consultation with a curator.

Activities and events may include:

- special occasions and festivals
- holiday or weekend activities
- performances eg theatre, film, music, dance, craft demonstrations, workshops, lectures
- scientific experiments
- presentations, demonstrations
- excavations, field trips, site visits, guided tours
- institution open days
- ceremonies

The proposal to develop the activity, event or program may include:

- the rationale, aims, objectives and expected outcomes in financial and other terms
- facilities and equipment needed
- target audience
- marketing and promotion requirements
- staff training

Activities, events and programs may be aimed at the general public including adults, young adults, children, special needs groups/individuals, special interest groups/individuals.

Programs may utilise a variety of techniques such as:

- formal and informal learning, eg classroom, lectures, guided visits, loan collections, discovery spaces, audiovisuals
- practical activity, eg demonstration, painting, sculpting, excavating, specimen identification, boat building, sailing, lace making
- computers
- distance education

Programs may:

- require special facilities and equipment
- be run by staff in-house or by outsiders
- take place on-site at the institution or elsewhere

They may require:

- rehearsals
- lighting
- audiovisuals
- equipment
- performers
- contractors
- technical and creative staffing
- music
- approval from authorities eg police
- contingency plans

Information materials may include:

- replica documents
- guidance materials
- descriptions
- labels
- signs

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in researching and planning programs appropriate to audience needs and high level oral and written communication skills

Concurrent assessment of units

Where research is required prior to developing the activity, event or program it is recommended that this unit is assessed in conjunction with unit/s titled:

- Undertake research

Underpinning knowledge and skills

Skills and knowledge are required in:

- the collection
- the institution's policies, procedures and practices relating to the provision of public activities, events and programs
- available sources of advice
- methods for determining the need to mount an activity, event or program
- planning and scheduling for activity, event or program
- curriculum and learning theories
- audience behaviour and experiences
- relevant resources for planning, promoting, delivering and evaluating activity, event or program
- budgeting procedures
- cultural protocols
- Indigenous culture and issues
- effective communication techniques
- relevant safe work and manual handling procedures
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner
- oral reporting
- writing proposals and reports
- planning, organising, coordinating and evaluating
- presentation techniques
- adapting presentation styles and techniques to a range of audiences
- recording and/or reporting customers' comments and complaints
- using the institutions' equipment

- customer service
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- CV or portfolio
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a combination of on and off the job.

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
3	3	3	3	1	3	2

Promote the institution

CULMS507A

This unit refers to the promotion of the institution and its activities, events and programs as part of an individual's general work role and responsibilities.

ELEMENT

PERFORMANCE CRITERIA

Develop public community relations networks

Formal and informal networks are established and maintained with visitors, the industry and the wider community

Expertise, information and resources are shared with networks in the industry and the community in accordance with institution's policies and procedures

Represent the institution to the wider community

Opportunities to promote the institution are identified and used constructively to publicise the role of the institution in the wider community

The institution's identity is presented accurately and confidently to individuals and external bodies which have impact on its performance

Contact with visitors and people external to the institution is conducted with integrity and cultural awareness

Maintain institution and client links

Activities in area of responsibility facilitate internal and external communication and support the institution's links with the wider community

Working relationships are developed and used to bring benefit to the institution, visitors, clients or community

Activities are evaluated and opportunities for further action are identified where appropriate

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels

- compliance with legislation, codes and workplace standards

Networks with visitors, the industry and the wider community may be individuals or groups which may include:

- significant individuals
- internal and external personnel such as governing board, government, advisory committees
- volunteers and Friends of the Museum
- visitors and specific segments of the visitor market
- the general community and community groups
- special needs groups
- consumers of the institution's services
- specific ethnic groups and Aboriginal and Torres Strait Islanders
- affiliated and special interest groups
- retail customers
- businesses
- past and potential sponsors and donors
- the press
- organisations, clubs, societies
- industry organisations

Networks with visitors, clients and communities are developed and maintained for reasons including:

- increasing visitation
- financial support
- marketing
- attendance at public activities, exhibitions, touring and outreach programs
- involvement in the development of exhibitions, public programs and special events
- management of the distributed national collection.

Activities which form and maintain links may include:

- public activities and events
- exhibitions
- learning programs
- marketing and public relations activities

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- behaving in an appropriate manner when representing the institution

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit titled:

- Use information technology

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's goals, policies and priorities
- the institution's practices and procedures
- the institution's functions, services and products
- a range of promotional strategies
- the media
- cultural protocols
- Indigenous culture and issues
- listening, questioning and clarification
- writing briefs, reports
- working collaboratively in a team
- developing and implementing a plan
- organising and making presentations
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working in a way which strengthens and reinforces relationships
- identifying and using industry and business networks
- using computers
- budgeting

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job.

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	3	2	3	2	2	1

Provide information technology support

CULMS508A

This unit refers to providing training in routine tasks to users of the institution's information technology and identifying problems and implementing simple solutions.

ELEMENT

PERFORMANCE CRITERIA

Maintain processes relevant to technological applications

Processes are maintained to meet identified criteria for efficiency of the system

All relevant personnel are informed of and understand the importance of the procedures

Adherence to procedures is monitored and appropriate action is taken to modify procedures and/or to increase staff awareness and implementation

Methods of automating housekeeping tasks are considered and recommended for use where appropriate

Virus protection is provided and virus checking processes are maintained

The existence of a problem is confirmed and all other possible causes of error are eliminated

Monitor and evaluate application use

Users are encouraged and assisted to identify possible improvements to increase efficiency and user friendliness

Users have access to supporting documentation and appropriate training and are aware of the full potential of the application and of the relevance and importance of required procedures

Data is updated, as appropriate in accordance with institution's requirements

Coordinate installation of hardware

Expert advice is sought on relevant aspects of hardware installation, and steps are taken to establish and maintain effective working relationships with advisers

	<p>Staff to be affected are consulted throughout the process and feedback and comment is encouraged and facilitated so that the best use is made of staff knowledge and expertise</p> <p>Installation is scheduled to minimise disruption</p> <p>Layout, cable and power outlets and installation schedule are determined in consultation with staff and reflect knowledge of the institution's operations</p> <p>Data security is protected in the installation</p>
<p>Coordinate installation of software and updates</p>	<p>Installation arrangements are made taking into account the complexity of installing the software or upgrades and the relevant expertise of staff</p> <p>Specified files, databases and the system environment are set up according to requirements identified from consultation with relevant staff and reflect awareness of relevant institutional operation/s</p> <p>Software or updates are tested to ensure they are working as specified</p> <p>System backup is initiated as a regular procedure to ensure security of existing data</p>
<p>Assist and train users</p>	<p>Assistance and advice to users is in a language and at a level appropriate to their knowledge and expertise in the relevant components of the system</p> <p>Training for users reflects sound knowledge of the relevant hardware, software and system operation and procedures</p> <p>Training is assessed in relation to improved use and understanding of hardware, software and system operation and procedure</p>

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Technological applications may include stand alone PCs and other computer associated equipment such as printers, PC applications, LANs and software. Applications may be in mainframe or client-server environment.

Users may be novice, routine or experienced computer users.

Installation may be by self (if relatively routine), by more experienced staff, consultant or supplier.

Housekeeping may be by automation through appropriate programs, inclusive checking of memory space, disk space and old file removal. Automation may be by batch files, job controls, scripts, language or work flow language.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in solving problems concerning information technology software, installations and technical applications

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's functions and operations
- the institution's Collection Management procedures and practices
- the institution's documentation systems
- computer hardware, software, viruses and security procedures
- the institution's procedures for using databases, spreadsheets and word processing
- sources of expert advice
- the institution's relevant health and safety activity procedures
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner
- information technology terminology
- reading and interpreting computer equipment installation and operating procedures
- computer software, installations and technical applications
- computer troubleshooting and problem solving
- customer service
- working collaboratively in a team
- team leadership
- organising work load to achieve priorities
- decision making in a relevant range of options
- training, coaching and mentoring

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- CV or portfolio
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
	3	2	3	2	3	3

Undertake market research

CUEMAR2A

This unit refers to planning, implementing, recording and reporting market research which addresses a marketing problem in the institution.

ELEMENT

PERFORMANCE CRITERIA

Plan market research

Specific research needs are identified based on current business focus and the needs of the institution

Objectives for the research are developed in consultation with the appropriate personnel

Research methods are identified and the most appropriate method selected according to research objectives, institution's policies and procedures and resource constraints

Approval to undertake market research is obtained from the appropriate personnel as required

Planning process is documented as required according to institution's procedures

Conduct the research

Data/information is obtained using selected research method(s) as specified in the research plan

Where appropriate specialist assistance is obtained

Research is conducted within agreed timeframes and in accordance with agreed method

Research is documented according to institution's procedures

Analyse research findings

Data/information is analysed and interpreted in accordance with the institution's procedures and practices and key issues from the research are identified

Data is stored as required in accordance with legal requirements and in a format that is accessible and suitable for analysis

Results of the research are presented to relevant personnel in a format which is consistent with the institutions' procedures and practices and within the project's timeframe

Research findings that may affect the institution's operations are highlighted

Options for action are recommended and agreed with the relevant personnel

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Market research may be undertaken on any aspect of the marketing mix, the institution, the competition, the institution's visitors, non-visitors.

The applications for marketing research may include:

- visitors - identifying existing, potential or lapsed visitors, developing detailed visitor profiles, identifying changes in attitudes and behaviour patterns
- products and services - measuring attitudes towards existing services or products, identifying potential new services or products or those at the end of their life cycle, evaluating competitor's services and products, evaluating visitors' attitudes towards presentation and packaging
- pricing - identifying attitudes towards prices, identifying costs, testing alternative pricing strategies
- place - identifying attitudes towards location, identifying demand for services and products at other locations, identifying co-operative opportunities for distribution of information or services
- promotion - testing and comparing different media options, testing alternative messages, measuring advertising and promotion effectiveness
- competition - measuring awareness, identifying key competitors and their strengths, identifying frequency of use of competitors' products and services, comparing visitors' attitudes to an institution's services and those of competitors

The types of problems of interest to the institution may include strategies for:

- improving facilities
- improving profitability
- improving customer service
- better understanding visitors and non-visitors
- seeking funding
- increasing the effectiveness of promotions

Research methods may include:

- primary market research including telephone interviews, postal surveys, focus groups, personal interview and omnibus surveys
- secondary market research including information already available within the institution (sales figures, attendance figures, details on the type of tickets sold), government reports (ABS, Department of Tourism, the Australia Council), other information sources (conference papers, speeches, reports to regulatory or funding bodies, reports from trade or professional associations' annual reports, articles, advertisements, research projects), the internet

Relevant personnel may include management, other marketing personnel, other colleagues.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- an understanding of a wide range of marketing research methods
- a sensitivity to cultural diversity

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Use information technology

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's goals, policies and priorities
- the institution's practices and procedures
- the institution's functions, services and products
- market research planning and implementation
- legal, ethical and cultural protocols of research
- indigenous culture and protocols
- listening, questioning and clarification
- writing memos, business letters, proposals, reports
- reading and interpreting plans, research reports
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working collaboratively in a team
- implementing a plan
- identifying resources required to implement a plan
- collecting, collating, analysing and reporting research data
- customer service
- using computers for word processing, spreadsheets, data base entry and retrieval

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job, off the job or in a combination of on and off the job.

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	2	3

Undertake marketing activities

CUEMAR3A

This unit refers to the coordination of all aspects of the institution's marketing.

ELEMENT	PERFORMANCE CRITERIA
Plan marketing and promotional activities	<p>The institution's promotional needs are identified consistent with the institution's broad plans and policies</p> <p>Promotional activities are researched, planned and scheduled in accordance with the institution's marketing plan or other institutional systems</p> <p>Detailed action plans for promotional activities are developed based on research</p>
Implement marketing and promotional activities	<p>Responsibilities and functions for marketing and promotional activities are allocated to relevant personnel</p> <p>Where appropriate, public relations resource materials are designed and developed</p> <p>Relationships with industry and media colleagues are established and conducted in a manner that enhances the positive image of the institution</p> <p>Appropriate liaison is undertaken with relevant people</p>
Review and report on promotional activities	<p>Reports are prepared in accordance with the institution's policy and required timeframes</p> <p>Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning</p> <p>Informal reports are made to relevant colleagues to maximise opportunity to meet team targets</p> <p>All activities are reviewed in accordance with agreed evaluation methods and the results incorporated into future planning</p>

Evaluation processes are agreed through consultation and negotiation

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Appropriate personnel may include:

- senior management
- other marketing personnel
- other colleagues.

Promotional activities may include:

- promotional events
- display and signage initiatives
- market research
- advertising
- industry and public relations activities

Action plan for promotional activities may take account of the following issues:

- marketing reports
- sales reports
- financial statistics
- marketplace trends
- competitive activity

Marketing and promotional resource materials may include:

- press releases
- posters
- kits
- PR materials
- invitations

Liaison with relevant people may include:

- community organisations
- the media
- colleagues
- teachers
- artists
- tourist organisations

- special interest groups
- other institutions
- board members

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in developing and implementing plans

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's goals, policies and priorities
- the principles and practice of Marketing
- the institution's protocols for developing and maintaining public and community relations
- key contacts in the community, industry, commerce and government
- legal, financial and ethical requirements
- cultural protocols
- presentation methods and techniques
- negotiation methods and techniques
- reporting requirements
- listening, questioning and clarification
- writing briefs, reports, business letters
- working collaboratively in a team
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- planning and organising marketing activities
- working in a way which strengthens and reinforces relationships
- identifying and using industry and business networks
- using computers
- budgeting

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a simulated situation.

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
3	3	3	3	2	3	2

Assist the conservator in conserving the collection

CULMS601A

This unit refers to applying remedial conservation procedures to objects under the direct supervision of a qualified conservator.

ELEMENT

PERFORMANCE CRITERIA

Assist in minimising the deterioration of an object

The object is treated in accordance with the selected conservation option and plan, without compromising its integrity, and under supervision of a conservator

Potential and active agents of deterioration are removed, reduced or neutralised

Any potential or actual physical weakness is minimised and its cause is countered

Further deterioration is minimised by the application of the appropriate procedures

The application and effect of the treatment are evaluated and the treatment is modified as necessary in consultation with conservator

The future needs of the treated object are identified to maintain its conditions

Data generated in the course of the treatment procedure are recorded clearly and accurately in the appropriate format

Safe work and manual handling procedures are implemented at all times

Assist in physical intervention to aid interpretation of an object

The object is treated in accordance with its significance, without compromising its integrity as specified in the selected conservation plan and under supervision of a conservator

Interventions are designed to enable the object to fulfil its agreed role and use

The removal or reduction of material which inhibits interpretation of the object is appropriate and in accordance with the agreed conservation plan

Any additions are reversible, appropriate and capable of identification

The application and effect of the intervention are continually evaluated and modified as necessary

The future conservation needs of the object are identified to maintain the object's condition

Data generated by the treatment procedure are accurate and recorded correctly in the appropriate format

Safe work and manual handling procedures are implemented at all times

Assist in development of conservation plans

Plans are developed in consultation with Conservator to ensure preservation of individual objects and collections

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Objects may be located in a workshop, laboratory, in storage, on exhibition, in situ.

Object's condition may be good, moderately degraded.

Agents of deterioration may include chemical, biological, physical.

Role and use of the object may be for research, display, storage, demonstration, loan.

Physical intervention may be minor consolidation, major reconstruction, removal of accretions.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- skills in working strictly under the direct supervision and guidance of a qualified conservator

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the units titled:

- Maintain a safe and secure environment
- Develop policies and strategies

Underpinning knowledge and skills

Skills and knowledge are required in:

- distinction between preservation, conservation and restoration
- legislative, regulatory and financial requirements
- object's history and significance
- available sources of appropriate expert advice
- AICCM Code of Ethics
- issues of cultural, moral and intellectual rights
- purpose of conservation plans and reports
- institution's goals, policies and procedures
- basic conservation principles and methods
- principles and methods for handling objects
- requirements for safe work and manual handling
- listening, questioning and clarification
- high level report writing
- reading conservation plans, object condition reports
- using chemicals, resources and equipment for testing and examining objects
- working collaboratively in a team

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	2	3	3

Contribute to the development of a workplace learning environment

BSXFMI511A

Frontline management plays a prominent role in encouraging and supporting the development of a learning institution. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved.

ELEMENT	PERFORMANCE CRITERIA
Create learning opportunities	<p>Workplace environments which facilitate learning are developed and supported</p> <p>Learning plans are developed as an integral part of individual/team performance plans</p> <p>Learning plans reflect the diversity of needs and learning opportunities</p> <p>Individual/team access to, and participation in, learning opportunities is facilitated</p> <p>Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team and the institution's performance</p>
Facilitate and promote learning	<p>Workplace activities are used as opportunities for learning</p> <p>Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes</p> <p>The benefits of learning are shared with others in the team/ institution</p> <p>Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards</p>
Monitor and improve learning effectiveness	<p>Performance of individuals/teams is monitored to determine the type and extent of additional work-based support</p>

Feedback from individuals/teams is used to identify and introduce improvements in the future learning arrangements

Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning

Records and reports of competency are documented and maintained within the institution's systems and procedures

RANGE OF VARIABLES

A person demonstrating this unit of competency will work within the institution's:

- goals, objectives, plans, systems
- quality and continuous improvement and processes
- processes and standards
- business and performance plans
- resources which may be subject to negotiation
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in promoting a learning culture and facilitating people to develop skills and knowledge

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Manage workplace information

Underpinning knowledge and skills

Skills and knowledge are required in:

- working autonomously under broad guidance
- supervising others
- guiding teams and working collaboratively in a team
- planning and managing the work of others
- self-directed application of knowledge
- demonstrating substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions
- operating in varied or highly specific contexts
- using competencies independently for routine and non-routine purposes
- using judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints
- the institution's mission, direction and priorities
- project management
- locating and accessing relevant learning/training opportunities provided off the job
- adult and lifelong learning principles
- supporting the workplace as a learning site and promoting a learning culture
- encouraging and facilitating people to develop skills and knowledge
- encouraging colleagues to share their knowledge and skills
- creating opportunities for individuals/teams to learn from workplace performance
- procedures and practices of workplace training, mentoring and coaching
- legal, financial and ethical requirements
- cultural protocols and applying cross cultural sensitivity and effective communication techniques to all interactions
- locating appropriate sources of expertise
- presentation methods and techniques
- negotiation methods and techniques
- speaking clearly, concisely and in a friendly manner
- working in a way which strengthens and reinforces constructive relationships
- managing work effectively and setting priorities to achieve goals and results
- using information management systems
- selecting and using available technology appropriate to the task

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio

- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	1	2	1

Contribute to planning and acquisition of computer systems

CULMS602A

This unit refers to identifying the institution's information technology requirements, preparing the specifications and recommending action.

ELEMENT

PERFORMANCE CRITERIA

Determine functional requirements of the system

The institution's current and future needs in relevant function/s are comprehensively detailed and analysed and specialist advice is sought, where appropriate

Existing equipment, systems and outcomes are reviewed in relation to possible new computer system to determine improvements that could be made by acquiring computer system

Mechanisms are established to maintain awareness of developments in relation to computer systems and institution's applications

All relevant information on the system(s) being considered is gathered and analysed to determine system requirements

Appropriate liaison and consultation occurs with client groups, other staff, vendors, network providers and other stakeholders

Determine other requirements and implications of the system

The impact of establishing the system on budget or estimates is determined and possible funding arrangements are identified

The impact of establishing the system on other relevant aspects of the institution is determined to identify possible associated costs and benefits

The relationship of the institution's system to other systems is identified and all necessary liaison and negotiation occurs

Assess the ability of relevant existing computer systems to meet needs

Available options to meet requirements are identified and assessed, taking into account any relevant information on applications in other institutions

Assessment of existing computer systems reflects awareness of institution's policies, objectives and long term plans

Assessment of existing computer systems reflects awareness of possible developments in computer applications in the institution or in museums generally

Assessment of existing computer systems reflects awareness of available resources and staff implications

Recommend action

Clearly defined specifications are prepared for acquisitions

The process of specification preparation is appropriate to the size and complexity of the system being considered and provides for involvement of all relevant staff stakeholders

Recommendations make provision for suitable technical support for the operating system, transition arrangements and training and support for users

Projected costs and timelines are outlined and possible contingencies and plans in relation to them are identified

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

The institution's computer systems may relate to:

- collection Management
- collection Development
- communication

- education
- display
- administration

Computer systems may include terminals, PCs, network PC environments, client-server environments, word processing, data processing, spreadsheet, database and other software.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- knowledge of the institution's relevant information technology policies and plans

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's functions and operations
- the institution's relevant Information Technology policies and plans
- the institution's IT requirements regarding collection management, collection development communication, display and administration
- sources of expert advice
- the institution's relevant health and safety activity procedures
- basic IT terminology
- listening, questioning and clarification
- writing reports, business letters, agreements, specifications
- speaking clearly, concisely and in a friendly manner
- reading and interpreting specifications
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working collaboratively in a team
- working in a way which strengthens and reinforces relationships
- customer service
- community networking
- research analysis
- using computers for word processing, spreadsheets, data base entry and retrieval
- budget management

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- CV or portfolio
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	3

Coordinate exhibitions and/or public programs

CULMS603A

This unit refers to all aspects of coordination of exhibitions and public programs from the conceptual stage through to the design, planning, implementation and evaluation stages.

ELEMENT

PERFORMANCE CRITERIA

Identify exhibition's or program's purpose, aims and rationale

The exhibition's or program's aims, objectives and purpose are clearly stated, technically feasible within existing constraints and based on realistic resource estimates and timeframes

All internal relevant personnel have input and consensus is reached on the overall message, subject matter, style and intended target audience's experience

The agreed purpose, aims and objectives are philosophically acceptable and in line with other activities in the institution

Agree on type of exhibition or program and develop plan

Options are devised and relevant personnel are consulted including audiences where practical

Pros and cons of different options are assessed and the option which communicates best within existing constraints and financial resources is selected

Rationale for preferred type of exhibition or program is presented to relevant authorities for approval

The exhibition or public program is part of a longer term strategy and can be built on in future if appropriate

Plans are developed which detail the nature and scope of the program, its intended outcome, resources required and timeframe

Opportunities for generating income for related activities, for public relations and advertising are identified

	<p>The operation of the exhibition or program, including physical access, security, audience awareness, publications, catering and commercial activities, is detailed on the basis of consultation with relevant parties</p>
	<p>Funds and other resources required are identified</p>
<p>Prepare to hold the exhibition or program</p>	<p>The financial and physical resources, appropriate personnel and the organisational structures required are established</p>
	<p>Staff responsibilities are identified and confirmed, briefings are held with all relevant parties</p>
	<p>Promotional and public relations activities and other ways of reaching the audience are pursued</p>
	<p>Evaluation mechanisms are agreed through consultation and negotiation</p>
<p>Manage implementation</p>	<p>Agreed plans and procedures are followed, the program or exhibition is coordinated and proceeds as intended</p>
	<p>Variations, adjustments and changes to plan are made as required without compromising the activity</p>
	<p>Audience feedback and other performance information is obtained and monitored</p>
<p>Evaluate effectiveness of exhibition and or public program</p>	<p>Evaluation questions, sources of evaluation data and methods of collecting data are identified</p>
	<p>Suitable and valid methods for collecting data are developed and implemented</p>
	<p>Evaluation data is collated, analysed and reported in the format and style required by the institution</p>
	<p>Reports are provided to the relevant authorities</p>

RANGE OF VARIABLES

A person demonstrating competency in this unit would normally operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Public programs may fall into one of the following categories:

- exhibitions
- learning programs
- events and activities
- fostering the community's work in areas related to the institution

These may take place:

- at the institution
- elsewhere
- in the form of outreach or travelling exhibitions, activities or learning programs

Public programs will often be managed by a team.

Constraints may be:

- physical or environmental
- financial
- human
- ethical
- cultural
- time

Assistance or liaison may be required from:

- subject matter experts
- curators
- conservators
- educators
- audiovisual specialists
- information technology specialists
- editors
- designers
- engineers
- architects
- historians
- draftspeople
- suppliers and contractors

Sources of evaluation data may include:

- attendance records
- visitor surveys, interviews, focus group, advisory group/committee
- booking records
- staff observations and knowledge
- media coverage

Evaluation may involve:

- formal, informal data collection methods
- quantitative and/or qualitative data analysis

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in project management

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Develop a budget
- Develop, implement and evaluate plans
- Manage a budget

Underpinning knowledge and skills

Skills and knowledge are required in:

- understanding of specialised knowledge with depth in some areas
- lateral thinking skills, solving difficult or unusual problems
- a wide range of highly specialised technical, creative or conceptual skills
- managing functions or others
- the institution's policies and priorities for exhibitions and public programs
- project management
- legal, ethical and financial requirements for exhibitions and public programs
- insurance and indemnity requirements
- cultural protocols and applying cross cultural sensitivity and effective communication techniques to all communications
- Indigenous culture and issues
- intellectual and copyright issues
- safe work and manual handling procedures
- the institution's users and their needs
- sources of expert advice
- security and protection of the collection
- conservation methods and principles
- project planning, funding and management
- program development and delivery
- evaluation techniques

- listening, questioning and clarification
- writing business letters, proposals, project plans, reports
- reading detailed planning documents
- speaking clearly, concisely and in a friendly manner
- customer service
- proposal development
- planning, implementation, monitoring and evaluating projects
- working collaboratively in a team
- team leadership
- community networking
- managing human, financial and technical resources
- preparing budgets and resource estimates
- exhibition presentation techniques
- audience development
- planning marketing

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- portfolio of evidence
- project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	1

Coordinate the acquisition and disposal of objects

CULMS604A

This unit refers to initiating and completing the procedures for acquiring and disposing of objects which have been assessed against the institution's priorities for acquisition and disposal.

ELEMENT

PERFORMANCE CRITERIA

Identify and respond to the need for action

Opportunities or need for object's acquisition or disposal, or for care by other institutions are monitored in accordance with institution's Collection Management policy and priorities

Action to acquire or dispose of objects or to assist others to do so is justified in terms of the institution's policies and programs

Objects under consideration are assessed and reviewed and consultation takes place with relevant parties

Determine priorities and resource implications

Priorities for acquisition or disposal of objects are developed in accordance with institution's current policies

Resource implications are assessed based on adequate consultation within and outside the institution and in consideration of the institution's past investments, and present and future requirements

Give or obtain approval to act

Documentation supporting the acquisition and disposal of objects is developed and approval given or secured in accordance with the institution's policies and procedures

The institution's legal, ethical and financial requirements and cultural protocols are satisfied

Terms and conditions for the approval and parameters for negotiation are clearly specified

Access to resources is sought/agreed and appropriate people informed

Negotiate the transfer of rights over an object

All relevant people are informed of the requirement and legal rights of the institutions

Negotiations are conducted with the appropriate people in a manner that maintains goodwill between all parties and negotiated offers are critically evaluated against specified parameters

All relevant details of the transfer of rights over the object are agreed and formally recorded in accordance with the institution's policies and procedures

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Acquisition or disposal must take place within the principles and guidelines established for the institution's Collection Management policies and Exhibitions policies.

Acquisition may be by means of purchase, gift, bequest, exchange, transfer, field work.

Disposal may be by means of sale, gift, transfer, exchange, sampling.

Acquisition or disposal may take place for the purpose of:

- improving or rationalising the collection
- mounting or ending 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

Acquisition or disposal may take place between:

- different sections of the same institution
- two institutions
- the institution and commercial enterprises
- the institution and individuals

Arrangements to acquire or dispose of objects may require:

- assistance from outside the institution eg legal advice or action, valuations
- the use of equipment, machinery
- opinions of subject matter experts

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- a knowledge of the institution's priorities for acquisition and disposal of objects
- competence in negotiation and customer service

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Identify and describe objects
- Document objects

Underpinning knowledge and skills

Skills and knowledge are required in:

- institution's Collection Management policy, goals and priorities.
- object's history and significance
- institution's procedures and practices for assessing objects
- legal, ethical and financial requirements for acquiring and disposing of objects
- cultural protocols for acquiring and disposing of objects
- institution's procedures and systems for recording acquisition and/or deselection of objects
- subject matter expertise related to object and institution
- potential sources for acquisition or potential avenues for disposal
- resources required most commonly for the acquisition and disposal of objects
- security and protection required for the object and the collection
- listening, questioning and clarification
- reading and interpreting records and reports relating to objects, policies and procedures
- writing reports, business letters, agreements
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working collaboratively in a team
- working in a way which strengthens and reinforces relationships
- customer service
- community networking
- research analysis
- using computers for word processing, spreadsheets, data base entry and retrieval
- budget management

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	2

Coordinate the movement and storage of objects and the maintenance of information records

CULMS605A

This unit refers to coordinating all the activities involved in the moving and storing of objects and the maintenance of information records.

ELEMENT	PERFORMANCE CRITERIA
Establish procedures for handling and moving objects	<p>Procedures for handling and moving objects are based on current professional best practice</p> <p>The nature and future use of the object as well as security and conservation requirements are taken into account</p> <p>Suitable equipment, materials and appropriately trained people are identified</p> <p>Schedules and budgets are prepared</p>
Oversee the movement of an object	<p>Preparation of equipment and facilities is in accordance with the institution's requirements. Approvals and insurance are obtained and the object's condition before and after moving is recorded where appropriate</p> <p>Mode of transport, equipment and personnel selected are appropriate for the type of object to be moved, the physical environment, the nature of the journey, the object's future use and the final destination</p> <p>Safe handling techniques are used, the object is secured as well as possible, hazards en route are reduced and problems are corrected promptly</p> <p>Movement of objects is in accordance with schedules and allocated budgets</p>
Manage object storage	<p>Storage meets current best practice standards, is within resource constraints and satisfies the special requirements for storage of objects</p>

Objects are stored so that risk and hazards are minimised and they can be easily retrieved

Records relating to the storage and location of the object are kept current in accordance with the institution's procedures and practices

Storage procedures and facilities are regularly reviewed and modified

Manage information records for objects

Records are kept in a format which provides all appropriate fields of information, and are readily available

Legal, ethical and cultural constraints regarding data protection, management and confidentiality are respected

Information is modified, transferred or deleted in accordance with ethical principles and institution's policy

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Information will be recorded and maintained for one or more procedures such as:

- numbering, location and movement control
- indexing and retrieval
- acquisition and disposal
- loans

Fields of information about the object may include:

- physical description
- location
- condition
- previous conservation reports
- history and provenance
- significance (eg cultural, technical, scientific, historical, social)
- source (eg. original location, donor, dealer, maker, collector)
- loan information
- insurance details

Records may be in any combination of the following formats:

- paper documents
- photographic
- film and video
- sound recordings
- computer based

Advice from conservators may be required to ensure safe handling and storage.

Objects may be:

- moved and stored within the institution eg from storage to exhibition, from one storage site to another
- moved into or out of the institution to exhibition or storage

Outside assistance may be required including packers, shipping, road or air transport agencies.

Where specialist machinery is used, evidence of compliance with relevant licensing requirements is required.

EVIDENCE GUIDE

Critical aspects of evidence

- Evidence to demonstrate consistent achievement of this unit's outcomes includes:
- competence in project management

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Maintain a safe and secure environment
- Participate in, lead and/or facilitate work teams
- Develop a budget
- Manage a budget

Underpinning knowledge and skills

Skills and knowledge are required in:

- relevant science, technology or history
- logistics
- institution's object protection and security procedures and practices
- safe object handling techniques
- institution's storage systems and procedures
- institution's information management procedures and practices
- standards for transportation of objects
- principles and ethics of conservation
- sources of expert advice
- legal, ethical and financial responsibilities
- cultural protocols

- the principles of access and accountability
- safe work and manual handling procedures
- listening, questioning and clarification
- writing business letters, plans, reports
- reading plans, reports, schedules
- speaking in a friendly and culturally appropriate manner
- working collaboratively in a team
- leading a team
- project management
- resource planning and allocation
- budget planning and management

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- CV or portfolio evidence
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	2

Develop a budget

CUEFIN1A

This unit refers to planning, implementing and monitoring a budget.

ELEMENT

PERFORMANCE CRITERIA

Plan for a budget

Nature of and vision for the activity, its cost implications and variables are identified

Assistance in preparing funding submissions or prospectuses is given as required

Budget parameters are determined, with estimates based on research, consultation, negotiation with relevant personnel and the project's and/or the institution's objectives

Costing of activities and services is undertaken according to relevant practices and procedures and major cost items are identified

Income estimates are realistic, with funding sources fully identified and based on appropriate research

Explanations and supporting arguments are provided as needed

Develop and prepare budget

Final budget incorporates possible contingencies

Application of the budget to individual components of the project and/or the institution is determined

Recommendations for budget approval are made

Budgets are made available to relevant personnel within an agreed timeframe

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards.

This unit of competency applies to budgets that are prepared for projects, events, activities or operations. Budgets may cover not-for-profit or commercial/profit based activities, but competency need not be demonstrated in both areas.

Budgets may cover all aspects of the project, activity or institution.

Negotiation may include negotiations on product choice.

Budget parameters may vary according to the nature of an activity, event or institution. For an ongoing subsidised activity, a “macro” budget is frequently prepared and firmed-up as an activity’s season progresses. Budgets will generally show a deficit which is covered by the subsidy.

Decisions on budget parameters and their application to individual components of a project or event may apply primarily to a new project or event.

Event activity objectives for budgets may include:

- break even points and estimates of required numbers of visitors
- profit margins for commercial activity

Estimates of revenue include:

- ticket sales
- program sales
- consumable sales
- merchandise
- sponsorship
- grants
- commercial activities eg consultants

Accountability guidelines may be those of another organisation of which the institution forms a part.

Budgets may be prepared using paper proforma sheet or computer spreadsheet software programs.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit’s outcomes includes:

- high level competency in identifying all costs and expenses and in identifying and accessing revenue resources

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Manage a budget

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's business and strategic plan
- the institution's policies, procedures and reporting requirements
- legal, ethical and financial requirements
- current trends, procedures and practices within the industry
- procedures for budgeting and financial reporting management
- valuations and tax law
- OHS legislation
- industrial awards and agreements and their funding implications
- copyright and royalties
- contracts and agreements
- insurance and workers' compensation
- available sources of advice
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner
- writing reports, submissions, budgets and associated documents
- reading, interpreting and analysing financial reports
- working collaboratively in a team
- team leadership
- obtaining and evaluating quotes
- high level negotiations
- establishing and monitoring invoicing and receipting systems
- establishing financial tracking and reporting systems
- accessing and using the institution's information system

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party evidence addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	2

This unit refers to the development of a small exhibition and the development of drawings, plans and specifications related to the implementation of the design.

ELEMENT	PERFORMANCE CRITERIA
Identify exhibition's purpose, aims and rationale	<p>All internal relevant personnel have input and agreement is reached on exhibition's subject matter, style, objects to be used and intended audience reaction</p> <p>A rationale for the final objectives is provided</p> <p>External input is sought where practical</p> <p>Agreed purpose, aims and objectives are feasible in terms of time, locale and resource constraints</p> <p>A draft budget and timeline is prepared and communicated to all relevant parties</p>
Develop exhibition content	<p>Exhibition content is developed in consultation with appropriate personnel</p> <p>Research is undertaken to identify storyline and/or interpretive messages and appropriate objects</p> <p>Strategies are developed to interpret the storyline using appropriate media</p>
Develop and agree upon draft exhibition design	<p>Where necessary, the exhibition design is developed in liaison with exhibition designer</p> <p>Design concept is developed based on adequate research and taking into account aesthetic considerations, visitor response, environment, transport and handling needs, location and timeframe</p> <p>Design features are negotiated with appropriate personnel to clearly interpret the exhibition to the audience and to meet operational and environmental constraints</p> <p>Operation of the exhibition venue is outlined, including visitor pathways and access, maintenance and security needs, associated publications and graphics</p>

	Opportunities for generating income, sponsorship and grants and providing related public programs are identified
	Proposal is presented to decision makers in an appropriate format and agreement to proceed is obtained
Refine and finalise exhibition plans	Draft proposals are reviewed by, and discussed with, relevant parties and proposed contractors and amendments incorporated as necessary
	Action is taken to ensure accurate working drawings and exhibition specification documents are prepared and costed
	Availability of all resources, objects, site, materials, environmental controls, contractors and staff is confirmed
	Legal and ethical requirements and cultural protocols are met
	Project management timeline and budgets are finalised and communicated to all relevant personnel
	Monitoring and evaluation mechanisms are agreed through consultation and negotiation
	Final plans are available to all relevant parties
	Decision makers' approval is confirmed

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Developing an exhibition proposal may be the responsibility of an individual or a team.

Exhibitions may be:

- permanent
- temporary

- travelling
- small
- developed in-house or by outsiders
- hired, borrowed or presented on behalf of another organisation or community group

Exhibition content may be identified through research into:

- suitable objects
- audiences - regarding social profile, numbers, attitudes, pre-existing knowledge, likely responses
- presentation techniques
- options for marketing, promotions and public programs
- potential lenders and outsider presenters

Exhibition content may be developed in consultation with a curator or an education officer.

Appropriate media for interpreting the exhibition's storyline may include:

- labels
- graphics
- audio-visual support

Exhibition design concept is based on adequate research which may take into account:

- aesthetic considerations
- visitor response
- environment
- transport and handling needs
- location
- timeframe

Constraints may be financial, human, logistical, physical or environmental, cultural, time.

Outside assistance may be required from people such as legal advisers, insurance brokers, freight agents and relevant industry personnel.

Project management may require liaison within the institution or with outsiders for areas of work such as:

- acquiring objects
- bringing objects to display condition
- preparing an installation plan
- arranging for electrical or computer services to the site

Proposals may be presented as:

- concept sketches
- working drawings
- models
- audiovisuals and other media renditions

EVIDENCE GUIDES

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in working in a team to generate ideas and in developing plans

Concurrent assessment of units

This unit may be assessed concurrently with the following unit/s of competency:

- Develop a budget

Underpinning knowledge and skills

Skills and knowledge are required in:

- exhibition design and drawing techniques
- subject matter expertise
- source of expert advice
- legal, ethical and financial requirements for exhibition
- insurance and indemnification requirements
- copyright and intellectual property requirements
- cultural and moral protocols for exhibiting objects
- indigenous culture and issues
- project management techniques
- listening, questioning and clarification
- speaking in friendly and culturally appropriate manner
- reading and interpreting designs, specifications, plans
- writing plans, proposals and reports
- client service
- proposal development
- working collaboratively in a team
- team leadership
- project management
- community networking
- preparing budgets and resource estimates

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- third party report addressing the performance criteria
- oral or written questions
- portfolio of evidence
- project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	3

Develop, implement and evaluate plans

CULMS608A

This unit refers to the development, implementation and evaluation of plans which describe the direction, goals and policies of the institution.

ELEMENT

PERFORMANCE CRITERIA

Formulate a plan

Plan aimed at achieving the institution's goals and policies is formulated in consultation with relevant personnel

Aims and desired outcomes of the plan are formulated, written clearly and succinctly and communicated to relevant personnel

Explicit short and medium term outcomes are identified as a basis for review, performance measurement, control and adjustments

Resource implications are specified in the plan including:

- principal work activities
- timeframes
- resource implications
- relevant personnel
- cost
- inter-relationship of activities
- constraints
- contingencies

Performance criteria and procedures for monitoring and evaluating the implementation of the plans are identified

Implement the plan

Expected outcomes, tasks, individual responsibilities, performance standards and timeframes are communicated and clarified with the relevant personnel in accordance with the plan

Procedures for monitoring, reviewing and reporting progress in relation to the plan are communicated and agreed

On-going advice, guidance and support are available to individuals and/or team as required

Monitor performance	<p>Procedures for monitoring achievement of expected outcomes are established in accordance with the plan</p> <p>Feedback on performance is provided to individuals and/or team</p> <p>Potential, perceived and actual problems are identified and action taken to ensure expected outcomes are achieved</p> <p>Progress is reviewed in accordance with the plan and where necessary plans are refined and adjusted</p>
Evaluate plan	<p>Methods for evaluating plan are established in accordance with legal requirements and the institution's requirements</p> <p>Plans are evaluated as required in accordance with the institution's direction, goals and policies and reported in required format to relevant personnel</p>

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Plans may be developed to guide the implementation, operation and review of activities in a section, a department, a functional area, a policy area or the institution.

Plans may relate to any activity in the institution including:

- collection management and information systems
- disaster preparedness
- conservation and preservation
- research and dissemination of information
- public programs and community access
- commercial and marketing issues
- cultural issues and diversity
- Indigenous issues
- employment practices
- business operations
- building management
- financial management
- sponsorship

- legal and administrative requirements
- exhibition
- education

Relevant personnel to be consulted may include those for whom one has responsibility, colleagues, management, board or governing authority, visitors, community representatives, staff representatives, consultants.

Resource implications may include people, finance, materials, equipment, information services.

Constraints may include staff availability, workload commitment, institution's priorities, external requirements, finance.

Advice, guidance and support may include training and development, coaching, mentoring, instruction, re-allocation of work, delegation, job rotation.

Feedback on performance supports learning and development and may be given at performance review, in response to request, after a given task, at team meetings.

Legal requirements for reporting may include:

- OHS legislation
- employment legislation
- equal opportunities
- industry specific legislation

Evaluation reports on plans may be made available to:

- board, council or other governing authority
- government cultural and funding agencies
- Friends of the Museum, donors, sponsors
- community representatives
- paid and volunteer staff

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- a knowledge of the institution's direction, goals, policies and priorities

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Undertake marketing activities
- Coordinate exhibitions and/or public programs
- Manage operations to achieve planned outcomes
- Manage a budget

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's mission, direction and priorities
- strategic planning
- project management
- legal, financial and ethical requirements
- cultural protocols
- Indigenous culture and issues
- area of expertise
- presentation methods and techniques
- negotiation methods and techniques
- reporting requirements
- listening, questioning and clarification
- writing reports, business letters and plans
- working collaboratively in a team
- leading a team
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working in a way which strengthens and reinforces relationships
- using computers
- budgeting

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a combination of on and off the job.

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
3	3	3	3	3	3	2

Develop policies and strategies

CULMS609A

This unit refers to the development/review of policies and strategies to guide the planning and implementation of the institution's functions.

ELEMENT	PERFORMANCE CRITERIA
Identify issues and evaluate options	<p>External and internal factors and their impact on the institution's directions, goals and priorities are identified and evaluated</p> <p>Trends and developments in areas relating to the institution's policies are researched and maintained</p> <p>Contributions to the formulation of the institution's policies are in accordance with the institution's mission, direction, goals and priorities</p>
Undertake policy development	<p>Development or change to policies is initiated from a knowledge and awareness of developments in the industry, the institution, other institutions, technology and visitors' needs</p> <p>Appropriate collaboration, consultation and communication occurs in relation to policy development with key people in the institution</p> <p>Policies are written in a style and format appropriate to the institution and submitted to appropriate authority for endorsement</p>
Communicate policies and develop strategies	<p>Endorsed policies are communicated clearly to all relevant people and related questions are clarified</p> <p>Strategies for implementing the institution's policies are formulated in consultation with relevant people</p>
Evaluate policies and strategies	<p>Methods for evaluating policies and plans are established in accordance with legal requirements and the institution's requirements</p> <p>Policies and strategies are reviewed and monitored as required in accordance with the institution's goals and priorities and reported in required format to relevant people/authority</p>

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Policy development may refer to the development of policies or the review and revision of existing policies which guide the planning, implementation and operation of activities in section, department, functional area, policy area or the institution.

Policies and strategies may deal with issues relating to:

- collection management
- conservation and preservation
- research and dissemination of information
- public programs and community access
- commercial and marketing issues
- cultural issues and diversity
- Indigenous issues
- employment practices
- business operations
- building management
- financial management
- sponsorship
- legal and administrative requirements
- exhibition
- education

Established techniques for identifying external and internal factors, trends and developments and their impact on the institution may include:

- PEST analysis (political, economic, social, technological)
- SWOT analysis (strengths, weaknesses, opportunities and threats)

Strategies for implementing the institution's policies may outline:

- course of action
- anticipated outcomes
- delegated responsibilities
- timeframes

Evaluation reports of policies and plans may be made available to:

- board, council or other governing authority
- government cultural and funding agencies
- Friends of the Museum, donors, sponsors
- community representatives
- paid and volunteer staff

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- a knowledge of the institution's mission, goals and priorities

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's mission, direction and priorities
- Strategic Planning
- legal, financial and ethical requirements
- cultural protocols
- Indigenous culture and issues
- area of expertise
- presentation methods and techniques
- negotiation methods and techniques
- reporting requirements
- listening, questioning and clarification
- writing briefs, reports, business letters, policies and plans
- working collaboratively in a team
- leading a team
- organising and making presentations
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working in a way which strengthens and reinforces relationships
- identifying and using industry and business networks
- using computers
- budgeting

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio

- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	2

Identify and describe objects

CULMS610A

This unit refers to describing and identifying objects.

ELEMENT

PERFORMANCE CRITERIA

Provide a description of an object

Object is examined without putting it at risk in accordance with industry best practice procedures

The significance of the object is accurately summarised in sufficient detail to meet institution's requirements

Appropriate expert advice is obtained where necessary

Unusual and distinctive features of the object are accurately described

The object's relationship to other related objects is clearly described

Action is taken to ensure the object's condition and its conservation needs are described and relevant personnel are alerted as required

Descriptions are recorded in accordance with institution's procedures and practices

Safe work and manual handling procedures are followed at all times

Identify an object to determine its features and significance

All available information relevant to the identification of the object is collected and assessed for its reliability

Discrepancies in the information are assessed and explanations are sought

Unusual and distinctive features of the object are accurately identified

The object's relationship and significance to other objects in its group are clearly identified

All available information is used to identify the object

The object is clearly identified wherever possible and a rationale for the identification is provided

The results of the identification process are recorded accurately and clearly in an appropriate format

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Object may be described in a variety of formats including verbal, written, graphical or photographic and may include information relating to the object's:

- significance - history, scientific, age, provenance, previous owners
- condition - good to seriously degraded
- conservation needs - care, handling, protection

Sources of information concerning the object may include other institutions, previous object holders, publications, experts, the institution's collection, catalogues, reference works, written reports.

The type of information may be physical, documentary, oral.

Features of the object may include age, quality, utility, condition.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competency in safe object handling

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Document objects

Underpinning knowledge and skills

Skills and knowledge are required in:

- institution's Conservation policies and procedures
- subject matter expertise related to object and institution
- object's history and significance
- relevant sources of expert advice
- legal, ethical and financial requirements for examining, identifying and reporting objects
- cultural protocols for examining, identifying and reporting objects
- Indigenous culture and protocols
- institution's procedures and systems for examining, identifying and reporting objects
- object handling and examination techniques
- safe work and manual handling procedures
- listening, questioning and clarification
- reading and interpreting records and reports relating to objects
- writing memos, business reports and letters
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working collaboratively in a team
- working in a way which strengthens and reinforces relationships
- using computers for word processing, spreadsheets, data base entry and retrieval

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	3

Lend and borrow objects

CULMS611A

This unit refers to establishing institutional criteria and procedures for lending and borrowing objects, dealing with and negotiating requests and borrowing objects from other institutions and individuals.

ELEMENT

PERFORMANCE CRITERIA

Establish criteria and procedures for lending objects

Categories of borrower and purposes of borrowing are determined

Standard conditions for lending objects and collections are established

Criteria are capable of guiding lenders and borrowers on whether objects can be lent or borrowed

Procedures for identifying the current condition of the object are established

Procedures for assessing risk to objects and the collection are established

Lending and borrowing procedures collect and record all details required by the institution

Limits of responsibility for lending objects are clearly specified

Standards of care for objects are clearly laid down

Procedures for monitoring and reviewing the lending and borrowing criteria are established

Evaluate a request for the loan of an object

Risks to the object are clearly identified

The purpose of the loan is clearly established with the borrower

The environment in which the loan will be maintained is clearly identified

Information on the loan is recorded accurately and clearly

The costs of the loan are established

	<p>Arrangements for monitoring the loan are established</p>
<p>Negotiate the loan of an object to a borrower</p>	<p>The lending terms are clearly established and agreed with the appropriate people</p>
	<p>Negotiations are conducted with the borrower within clearly established parameters</p>
	<p>Conditions of the loan are presented to the borrower in a clear and precise manner</p>
	<p>Negotiations are carried out in a manner that maintains goodwill between individuals and the relevant organisations</p>
	<p>Terms of the loan are within the parameters of the organisation's lending criteria</p>
	<p>All relevant details of the loan are agreed and formally recorded</p>
<p>Negotiate the loan of an object from a lender</p>	<p>The purpose of the loan is clearly presented to the lender</p>
	<p>The lender's borrowing conditions are clearly identified and the institution's ability to meet them correctly evaluated</p>
	<p>The environment in which the object will be maintained is clearly identified</p>
	<p>Risks to the object are clearly identified and all feasible methods to minimise them are identified</p>
	<p>Arrangements for monitoring the loan are established</p>
	<p>Negotiations are conducted with the lender within clearly established parameters</p>
	<p>Negotiations are carried out in a manner that maintains goodwill between individuals and the relevant institutions</p>
	<p>Terms of the loan are within the parameters of the institution's borrowing criteria</p>
	<p>All relevant details of the loan are agreed and formally recorded</p>

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Purpose of the loan may be for:

- research
- static exhibition
- mobile exhibition
- education, conservation

Borrowing and lending arrangements may be short-term or long-term.

Terms of the loan may include:

- cost
- income generation
- insurance
- duration
- location
- display
- usage

Costs involved in lending and borrowing objects may include:

- handling
- insurance
- transportation
- security
- environment
- conservation

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- a knowledge of the institution's Collection Management policy and priorities

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Identify and describe objects
- Document objects
- Manage quality customer service

Underpinning knowledge and skills

Skills and knowledge are required in:

- institution's Collection Management policy, goals and priorities
- object's history and significance
- institution's procedures and practices for borrowing and lending objects and collections
- legal, ethical and financial requirements for borrowing and lending objects and collections
- cultural protocols for borrowing and lending objects and collections
- institution's procedures and systems for borrowing and lending objects and collections
- subject matter expertise related to object and institution
- potential sources for borrowing and lending objects and collections
- resources required most commonly for the borrowing and lending of objects and collections
- security and protection required for the object and the collection
- listening, questioning and clarification
- reading and interpreting records and reports relating to objects
- writing memos, reports, business letters
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working collaboratively in a team
- working in a way which strengthens and reinforces relationships
- customer service
- community networking
- working collaboratively in a team
- using computers for word processing, spreadsheets, data base entry and retrieval
- budget management

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	3

This unit refers to managing a budget for projects, events, activities, programs, exhibitions or for day-to-day operations of a section or division of the institution.

ELEMENT

PERFORMANCE CRITERIA

Establish systems

Financial systems, including cash control, purchasing and petty cash are established or coordinated

Record keeping, reporting and accountability arrangements are established consistent with institution or project policies and procedures

Computer based systems are established consistent with institution or project procedures and financial constraints

Arrangements for dealing with contingencies are put in place

All relevant personnel are informed of system operations and their reporting and other responsibilities

Allocate funds

Funds are allocated according to the budget and agreed priorities for the overall needs of the institution or project and individual sections or departments

All relevant people are kept fully informed of budgetary decisions

Monitor and control expenditure

Expenditure is within agreed budgets and is authorised promptly

Income and expenditure reports are accurate, up-to-date and clearly presented in the required format

Actual expenditure is checked against budgets in sufficient time to anticipate and prevent potential cost over-runs

Where significant variations from budget are proposed, the reasons are determined and appropriate action is taken

	Budget is monitored and any cost overruns are identified and rectified
Monitor financial performance	<p>Financial information is interpreted and analysed to monitor the relationship between budget/standard and actual performance</p> <p>Variations in financial performance are identified and action is taken to rectify any problems</p> <p>Significant variations from the budget are noted in financial reports and reasons are given clearly</p> <p>Recommendations regarding future financial planning are made</p> <p>Finances are acquitted in accordance with institution/management operational guidelines and accounting standards</p>

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards.

This unit applies to the management of budgets for projects, events, activities, programs, exhibitions or for day-to-day operations of a section or division. Budgets may cover not-for-profit or commercial/profit based activities. Budget management applies to all aspects of the activity or institution.

Records may include those relating to the collection, finance, purchasing, contracts and tenders, staff salaries, technology and equipment.

Reporting accountability arrangements include profit and loss statements, balance sheets and cash flow reporting.

Financial resources include cash, cheques, grants, bank accounts and investments.

Physical resources include:

- premises owned, rented or borrowed
- the collection
- technical equipment
- office machinery
- motor vehicles owned, rented or borrowed

Budgets may be prepared using paper proforma sheet or computer spreadsheet software programs.

Financial resources may be prepared for by:

- managers
- department/section heads
- financial controller/consultants
- boards, committees, advisory bodies
- investors
- funding bodies and sponsors

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in establishing financial tracking and reporting systems

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Develop a budget
- Develop, implement and evaluate plans

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's business plan and priorities
- areas of financial responsibility
- the institution's policies, procedures and reporting requirements
- legal, ethical and financial requirements
- basic accounting and bookkeeping - records, procedures and reports
- authorised budgets, priorities and project timeframe
- the institution's procedures for budgeting and financial reporting/management
- available sources of advice
- listening, questioning and clarification
- speaking in a friendly and culturally appropriate manner
- writing financial reports
- reading, interpreting and analysing financial reports
- working collaboratively in a team
- team leadership
- accessing and using the institution's information system

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party evidence addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	2

This unit refers to the management of services provided by unpaid staff.

ELEMENT

PERFORMANCE CRITERIA

Establish and monitor basic systems for administration of the institution's volunteer services

The institution's volunteer policy is prepared describing the status of volunteers in the institution

The institution's volunteer policy is in place to legitimise the volunteer program

Basic systems for the recruitment and retention of volunteers in the institution are in place

A Code of Practice for Volunteers is in place and maintained and fully covers the rights and responsibilities of volunteers

Prepare and monitor volunteer services budgets to ensure service needs can be met

Current resources for the volunteer program are reviewed and development needs identified

Business plans/budgets are prepared and presented in accordance with the institution's guidelines and requirements

Relevant action is taken to ensure future development of volunteer program needs are met

Ensure professional development of the manager of volunteers

Management is informed of the need for professional development of the manager of volunteers

Professional educational opportunities for the manager of volunteers are identified

Further professional education of the manager of volunteers is undertaken

Professional development of the manager of volunteers is evaluated

Manage the collection and analysis of information

The scope of information, research and related tasks is identified and resources are selected to ensure completion within designated timeframes and standards

Information required is identified, researched and analysed

Systems for collection, analysis and circulation of information are recommended and used to meet client, volunteer, institutional and legislative requirements

Information collection systems are managed so that they contribute to the efficiency and effectiveness of the work team

All information is stored according to institutional procedures for security and confidentiality

Results of information gathering process are reported within designated timeframe and standard

Results of information gathering process are reported in order to inform policy development and institutional decision making

Reporting of results of information analysis is comprehensive and consistent with institutional procedure

Information gathered is disseminated to appropriate team members within designated timeframe

Prepare volunteer service budget

The purpose of the budget is clarified

Relevant data is sourced and obtained from nominated internal and/or external sources

Internal records are updated to show current fiscal status of program

Data is transcribed in accordance with the institution's procedure

Reports are distributed to nominated recipients within designated time period

The relevant data concerning costs are sourced from appropriate documentation

Material, labour and overhead costs are calculated to determine a break-even analysis

Unit cost or service price is accurately determined

	<p>Costing system is maintained to ensure all information is up-to-date and accurate</p> <p>Reports identifying likely contingencies and final costing/price are prepared within designated time period</p> <p>Records are maintained in an accurate manner to ensure the confidentiality of the contents</p> <p>Relevant data are obtained from the nominated internal and/or external sources including any data required to update previous forecasts</p> <p>Relevant records is updated to indicate current financial position of forecast or budget</p> <p>Team members are advised of updated records within the designated time periods</p>
<p>Review services in anticipation of or in response to change and innovation</p>	<p>Sources of information concerning change or innovation relevant to the institution's services are identified</p> <p>Information is gathered and compiled</p> <p>Information regarding changes potentially affecting the institution's services is recorded and reported to appropriate team member/s in accordance with the institution's procedures</p> <p>The institution's services are reviewed periodically in response to any change, by appropriate team members in consultation with:</p> <ul style="list-style-type: none"> • volunteers • paid staff members • key service users • bodies of management • community representatives <p>Outcomes of service reviews are incorporated into the institution's strategic planning process</p>
<p>Produce strategic plan for the volunteer program</p>	<p>Performance goals for the program are developed in consideration of:</p> <ul style="list-style-type: none"> • aims of the institution • aims of the volunteer program • services provided • established demand for new or expanded services

- the existing volunteer base and the potential for its expansion
- participation in planning and development processes by the institution
- established demand for additional participation in planning and development processes
- outcomes of aims and service review processes

Performance goals are agreed by appropriate team members in consultation with:

- volunteers
- paid staff members
- key service users
- management bodies
- community representatives

Performance goals are linked to set time periods and formulated into strategic plan

Strategic plan is periodically reviewed in accordance with the institution's procedures and amended according to:

- changes in resourcing of volunteer program
- changes to institution's resource levels
- demographic changes within the area of operation
- changes in legislation, regulation, government programs and schemes
- changes, innovations and trends in the planning, development, delivery of and demand for services relevant to the aims of the institution
- achievement in relation to established performance goals

RANGE OF VARIABLES

A person demonstrating this competency will operate within the institution's :

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards.

Volunteer services may include:

- programs involving volunteers
- projects involving volunteers
- groups involving volunteers
- services provided by volunteers

Basic systems for administration may include job descriptions, interviews, matching of jobs to volunteers' abilities, support, supervision and recognition procedures.

Professional development of the manager of volunteers may include:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs
- professional reading references

The collection and analysis of information may involve using the institution's information system for word processing, spreadsheets, database entry and retrieval.

Budgets may be prepared using paper proforma sheet or computer spreadsheet software programs.

The review of services may involve the development of a report on the volunteer plan for:

- the institution's strategic planning group
- board, council or other governing authority
- government cultural and funding agencies
- Friends of the Museum, donors, sponsors
- community representatives
- paid and volunteer staff

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in interpreting and applying the principles of volunteering

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Develop, implement and evaluate plans
- Develop a budget
- Contribute to the development of a workplace learning environment

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's mission, direction and priorities
- strategic planning
- project management
- the principles of volunteering
- legal, financial and ethical requirements

- cultural protocols
- Indigenous culture and issues
- sources of expertise
- presentation methods and techniques
- negotiation methods and techniques
- reporting requirements
- listening, questioning and clarification
- writing reports, business letters, plans and procedures
- working collaboratively in a team
- leading a team
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working in a way which strengthens and reinforces relationships
- using computers
- budgeting

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place.

Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	3

Provide leadership in the workplace

BSXFMI502A

Frontline management has an important leadership role in the development of the institution. This will be most evident in the manner in which they conduct themselves, the initiative which they take in influencing others and the way they manage their responsibilities.

ELEMENT

PERFORMANCE CRITERIA

Model high standards of management performance

Performance meets the institution's requirements

Performance serves as positive role model for others

Performance plans are developed and implemented in accordance with the institution's goals and objectives

Key performance indicators are developed within the team's/ institution's business plans

Enhance the institution's image

The institution's standards and values are used in conducting business

Standards and values considered to be damaging to institution are questioned through established communication channels

Personal performance contributes to developing an institution which has integrity and credibility

Influence individuals and teams positively

Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work

Individual's/team's efforts and contributions are encouraged, valued and rewarded

Ideas and information receive the acceptance and support of colleagues

Make informed decisions

Information relevant to the issues(s) under consideration is gathered and organised

Individuals/teams participate actively in the decision making processes

Options are examined and their associated risks assessed to determine preferred course(s) of action. Decisions are timely and communicated clearly to individuals/teams

Plans to implement decisions are prepared and agreed by relevant individuals/teams

Feedback processes are used effectively to monitor the implementation and impact of decisions

RANGE OF VARIABLES

A person demonstrating competence in this unit would normally work within the institution's:

- goals, objectives, plans, systems
- quality and continuous improvement and processes
- processes and standards
- business and performance plans
- resources which may be subject to negotiation
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in leading a team to collaboratively achieve desired outcomes

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the unit/s titled:

- Coordinate exhibitions and/or public programs
- Coordinate acquisition and disposal of objects
- Coordinate the movement and storage of objects and the maintenance of information records

Underpinning knowledge and skills

Skills and knowledge are required in:

- working autonomously under broad guidance
- supervising others
- guiding teams
- planning and managing the work of others
- self-directed application of knowledge
- substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions
- operating in varied or highly specific contexts
- using competencies independently for routine and non-routine purposes
- using judgement for self and others in planning and using resources, services and processes to achieve outcomes within budget and time constraints
- the institution's mission, direction and priorities
- institutional management
- change management
- project management
- legal, financial and ethical requirements
- cultural protocols
- locating appropriate sources of expertise
- presentation methods and techniques
- negotiation methods and techniques
- managing effectively in diverse work environments and contexts
- achieving planned results
- researching, acquiring and using information appropriate to work responsibility
- making decisions within responsibility and authority
- explaining the institution's goals, values and objectives
- negotiating, establishing and monitoring Key Performance Indicators for individuals/teams
- setting priorities and managing work effectively to achieve goals and results
- monitoring and introducing practices to improve performance
- using current management techniques in work performance
- contributing to the institution's standards and values
- using effective consultative processes
- communicating routine and non-routine information clearly to senior managers, peers and subordinates
- promoting available learning methods to support colleagues' competence
- using information management systems
- selecting and using available technology appropriate to the task

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	2	1	3	2

Pursue and develop sponsorship opportunities

CULMS615A

This unit refers to identifying and negotiating sponsorships for the institution.

ELEMENT	PERFORMANCE CRITERIA
Determine financial requirements of activity	<p>Familiarisation occurs with event, activity or objects for which sponsorship is being sought</p> <p>Financial requirements including estimates of income and expenditure for the activity are identified through consultation with the appropriate personnel</p> <p>Fund raising targets are set based on financial requirements of event, activity or objects, estimated income and expenditure</p>
Identify sponsorship opportunities	<p>Potential sponsors are targeted on the basis that they would be an appropriate partner for the institution</p> <p>A rationale which includes the benefits to the sponsor and the public for sponsoring the event, activity or objects is developed in accordance with the institution's aims, cultural and ethical protocols</p> <p>Feasibility of sponsorship opportunities is confirmed by research, mutual benefits are itemised and a list of potential sponsors is developed</p>
Prepare and deliver sponsorship approach	<p>Contact with potential sponsor is made in accordance with the institution's protocol and activities promoting the institution's best interests</p> <p>Presentation support materials are prepared with appropriate accuracy, style and degree of information</p> <p>Negotiations are carried out in a manner which demonstrates an understanding of and respect for the sponsor's business and shows how sponsorship will be mutually beneficial</p> <p>Sponsorship approach is followed up in an appropriate manner so that future negotiations are not compromised</p>

Successfully negotiate and maintain sponsorship deal

Terms are negotiated and agreed which satisfy both the sponsor and the institution

Legal, financial, cultural, ethical and other requirements are met in accordance with the institution's policies

Nature and extent of sponsorship and of the benefits to the sponsor are explicit and understood by both parties

Commitments are met promptly and benefits are delivered to the sponsor as agreed

On-going needs of sponsors are understood and met

Apply for funding grants

Identify funding sources

Obtain grant guidelines and other relevant documents from funding source

Prepare funding submission to meet criteria specified in the guidelines

Submit written application for funding grant which meets criteria and requirements of the funding body

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Sponsors may include:

- existing sponsors
- board of directors, councils or other governing bodies
- government agencies
- investors
- joint partners
- friends' organisations
- community bodies
- visitors
- business, corporate and commercial organisations

Presentation support materials may include kits, statistics and audiovisuals.

Sponsorship may be in cash or in kind and may be:

- offered in support of a particular event, activity or object
- put towards the institution's general running costs

Benefits to the sponsor may include:

- naming rights
- signage
- free admissions
- public acknowledgement

Delivery of sponsorship strategy to sponsors may be a face-to-face presentation and/or a written presentation.

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in establishing, building and maintaining relationships and representing the institution at a high level

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with:

- Develop a budget

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's goals, policies and priorities
- the institution's protocols for contacting potential sponsors and negotiating sponsorships
- legal, financial and ethical requirements
- cultural protocols
- Indigenous culture and issues
- key contacts in the community, industry, commerce and government
- potential sponsors
- presentation methods and techniques
- negotiation methods and techniques
- reporting requirements
- listening, questioning and clarification
- writing briefs, reports, funding applications, business letters, prospectuses
- working collaboratively in a team
- organising and making presentations
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working in a way which strengthens and reinforces relationships
- identifying and using industry and business networks
- high level negotiations and advocacy

- using computers
- developing budgets

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation’s mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job or in a combination of on and off the job.

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
3	3	3	3	3	3	2

Recruit and select volunteers and paid staff

CULMS616A

This unit refers to the recruitment and selection of paid and unpaid staff.

ELEMENT

PERFORMANCE CRITERIA

Identify requirements for new team position, paid or unpaid

Role of the new or vacant position is identified and clarified based on an understanding of volunteer motivation, the institution's strategic plan and the distinctions between paid and voluntary work

All resources for the positions are identified

Job descriptions and selection criteria, which should comply with current EEO and anti-discrimination legislation, are determined and recorded, specifying job titles, role responsibilities and lines of accountability

The selection process is identified

Advertise the position vacancy as appropriate

The position publicity is drafted to reflect the identified needs of the position

The publicity material is drafted so as to ensure that the public is made aware that the institution has current opportunities for volunteer work

Where advertising material is appropriate, it emphasises the positive rewards of voluntary work

The publicity material is finalised in consultation with the appropriate selector/s

A package of up-to-date information is prepared and regularly reviewed

Where appropriate dates for information sessions are set and publicised

The position is advertised through an appropriate and cost-effective medium

Select team members

All applications are received and recorded

A short list of suitable applicants for interview is prepared in consultation with the selection panel and/or appropriate team members

Interview schedules are arranged

The interviews are conducted under appropriate conditions by the selection panel

The results of the interviews are compared with the agreed selection criteria

All candidates are promptly notified of the outcome of interviews

Match appropriate volunteers with tasks

The type of work the volunteer wishes to undertake is discussed and information regarding the range of jobs is provided

All information relevant to the selection criteria is obtained from the volunteer

The institution's philosophy and expectations relevant to the position are explained and clarified

Volunteer applicants are provided with choices within the range of available and appropriate work opportunities

Volunteers' rights and responsibilities are explained to the volunteer applicant

A mutually acceptable agreement with the volunteer is negotiated and recorded

Induct team members

Induction of the successful candidate/s is arranged involving appropriate team members

Induction of successful candidates includes culture, aims and philosophy of the institution

Employment documents and/or agreements are processed

Induction process undergoes regular evaluation with input from paid staff, volunteers and manager of volunteers

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

New team positions may include:

- permanent employment
- temporary or casual employment
- traineeship
- volunteer worker

Requirements for new team position may identify:

- details of work available
- rewards available
- whether paid or voluntary
- criteria for selection of desirable candidate

Documents relating to job descriptions, roles and responsibilities may be handwritten or produced electronically.

Appropriate position vacancy advertising may include:

- institution's newsletter
- industry publications
- the press

Induction of new team members may include:

- outlining the key goals and functions of the institution
- describing the names and key functions of the institution's departments/sections
- introducing key personnel
- providing basic overview of the industry
- explaining the basic rights and responsibilities of the new team member and the institution
- explaining the institution's policies relevant to the position

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- competence in applying equitable recruitment procedures and techniques to the selection of staff

Underpinning knowledge and skills

Skills and knowledge are required in:

- the institution's mission, direction and priorities
- the institution's recruitment, employment and induction policies and practices
- recruitment procedures and techniques
- the principles of volunteering
- legal, financial and ethical requirements
- EEO principles and practices
- cultural protocols
- Indigenous culture and issues
- sources of expertise
- interview methods and techniques
- reporting requirements
- listening, questioning and clarification
- writing reports, business letters, job descriptions, position vacant advertisements
- working collaboratively in a team
- leading a team
- speaking clearly, concisely and in a friendly manner
- applying cross cultural sensitivity and effective communication techniques to all interactions
- working in a way which strengthens and reinforces relationships
- using computers
- budgeting

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- practical demonstration
- CV or portfolio
- third party report addressing the performance criteria
- oral or written questions
- case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	2

This unit refers to conducting a research project for various purposes within the institution.

ELEMENT

PERFORMANCE CRITERIA

Define purpose, scope and nature of project

Details of research purpose, the aims, expected outcomes and potential uses and benefits are clarified and agreed with relevant personnel

Details of available resources and timeframes are confirmed, targets are identified and accepted.
.Administrative arrangements are made and support is obtained where necessary

Most suitable methodology is agreed and is feasible given the institution's capacity. Any technical or other deficiencies are rectified

Agreement is reached regarding:

- intellectual property
- ownership of the finished research
- the rights and responsibilities of all parties involved in the research
- ethical standards

Details of evaluation mechanisms and procedures are clarified and agreed upon through consultation and negotiation with relevant personnel

Collect and record information

Appropriate research methods are devised and a sufficient number of relevant sources of information are investigated for conclusions to be reliable

Information is recorded accurately, according to research protocols and current industry best practice and is easily retrievable

Collections or associated data resulting from the research are safely deposited in an appropriate place

Sensitive research collections or associated data are stored securely and access is restricted to specified personnel

Analyse and interpret information and communicate findings	<p>Methods of data analysis are appropriate for the nature and subject of the research and are in accordance with research protocols and industry best practice</p> <p>Research is conducted within the agreed timeframe, resource and quality constraints</p>
Develop a research report	<p>A written research report is developed in agreed format and in accordance with the institution's procedures and practices</p> <p>Research findings are presented and discussed</p> <p>Recommendations for action are outlined in accordance with the agreed research report format</p> <p>All sources of information are accurately acknowledged or cited in a recognised format</p> <p>Confidentiality is protected in accordance with agreements and procedures</p> <p>Issues arising from the research and areas for further research are identified</p> <p>Research report is reviewed, edited and presented to appropriate personnel</p>

RANGE OF VARIABLES

A person demonstrating this unit of competency will operate within the institution's:

- goals, objectives, plans, systems and processes
- ethical standards
- access and equity principles and practices
- cultural diversity principles
- communication channels
- compliance with legislation, codes and workplace standards

Research techniques may include:

- field study
- documentary research
- interview
- observation or experiment
- questionnaire
- survey

Research may:

- take place at the institution or elsewhere
- be part of another program such as marketing, exhibition development, oral history, public program planning
- form part of the institution's continuous quality procedures and practices
- lead to development of policies, systems, new programs, improved services
- form part of the institution's work in extending scientific, cultural or historical knowledge
- lead to local, national and/or international recognition
- lead to publication or material in books, journals or catalogues
- lead to the dissemination of information by other means such as conference papers, public lectures and institution learning programs

The interpretation and analysis of research findings may:

- require the application of specific analytical techniques eg statistics
- utilise the more general ability to make sound judgements in the face of appropriate evidence

Research findings may be disseminated to:

- institution
- granting bodies
- national authorities
- international authorities
- communities
- general public

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- knowledge and skills in research methodologies, procedures and protocols

Concurrent assessment of units

It is recommended that this unit is assessed in conjunction with the units titled:

- Use information technology
- Develop and apply knowledge of the institution

Underpinning knowledge and skills

Skills and knowledge are required in:

- research methodologies, procedures and protocols
- subject matter relating to topic under research
- analysing and presenting information
- the institution's preferred format and style for reporting research project
- cultural protocols
- Indigenous culture and issues
- listening, questioning and clarification

- reading, understanding and interpreting written documents associated with the tasks
- speaking effectively and in a culturally appropriate manner
- writing notes, business letters, research questions, surveys, questionnaires, research reports
- using computers for data entry and retrieval and word processing
- working collaboratively in a team
- customer service
- working within time and resource constraints

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- relevant policies and procedures manuals
- organisation's mission statement
- other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment

Evidence of competence may be obtained through a variety of methods including:

- case study project
- CV or portfolio
- third party report addressing performance criteria
- practical demonstration
- oral or written questions

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

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
3	3	3	3	3	3	1

Assessment guidelines

Assessment system overview

The assessment guidelines provide an assessment system that offers enterprises, employees and trainees:

- a way of determining the competencies of individuals
- a cooperative way of setting standards, of measuring performance, and of analysing learning needs to ensure that training is targeted
- a consistent and accurate way of recognising existing competencies, which may have been gained in a variety of settings, including workplaces
- pathways for training and skill development
- nationally recognised, portable qualifications

Assessment principles

This assessment system follows the guidelines endorsed by the Ministerial Council of the Australian National Training Authority (ANTA) in 1998.

1. Where they exist, endorsed industry/enterprise standards are the benchmarks for assessment. The national competency standards for museums form the benchmarks for assessment of vocational education and training in the museum industry.
2. Assessment guidelines within endorsed industry training packages provide the framework for assessment of the units of competency within that industry, industry sector or enterprise.
3. Where they exist, endorsed industry/enterprise standards form the basis of qualifications and Statements of Attainment in the vocational education and training sector.
4. Assessment conducted for the purposes of national recognition should lead to a qualification or Statement of Attainment under the Australian Qualifications Framework.
5. Assessment should be undertaken by, or auspiced through, a registered training organisation (RTO).
6. Assessment for national recognition purposes shall be conducted within a quality assurance framework.
7. Responsibility for assessment resides with the body that issues the qualification or Statement of Attainment under the Australian Qualifications Framework.
8. Assessment processes shall be valid, reliable, flexible and fair.

9. Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.
10. Assessment reporting systems should indicate the units of competency that the individual has attained.
11. Assessment systems should incorporate ongoing monitoring and review processes.
12. Assessment processes shall provide for the recognition of prior learning, regardless of where this has been acquired.

The assessment guidelines for museums support clear, simple assessment based on the above principles and the following criteria.

Valid, reliable, flexible and fair assessment processes

To be valid, the assessment must assess what it claims to assess. The evidence should relate clearly to the unit of competency and demonstrate that the unit has been achieved.

To be reliable, the assessment must ensure that competency standards are interpreted and applied consistently. Assessment procedures and criteria should be clear, unambiguous and well documented; assessors should be well trained and briefed consistently for their task; and, where possible, multiple parallel forms of evidence should be used to measure the same competencies.

To be flexible, the assessment must be able to accommodate the scope of knowledge and skills required by the unit of competency. Assessment should give assessee enough choice to ensure that the form of assessment matches their particular situation.

To be fair, the assessment must not disadvantage any individuals. Assessment should be available to all eligible persons, and assessee should understand clearly what is expected of them and what forms the assessment will take. As far as possible, assessment should place all assessee on equal terms.

Emphasis on collecting evidence

The process is not one of 'testing', but of collecting evidence of competence, frequently from a number of sources, including the workplace.

Assessee role

As well as participating in the assessment, the assessee should help to plan the assessment by:

- clarifying with the assessor the units of competency to be assessed
- clarifying with the assessor the evidence the assessee should collect to demonstrate competence
- familiarising himself or herself fully with the assessment process before it begins

Self-assessment can help the assessee clarify his or her readiness for assessment, and it can help minimise costs. The assessor encourages and works collaboratively with individuals, often on the job, to help them prepare for formal recognition of their competencies.

Cooperative process

The workplace assessor should work cooperatively with the assessee to collect the evidence the assessee needs to establish competence.

Cost effectiveness

As far as possible, costs should be minimised. For example, where assessment occurs on the job it should, where possible, be part of everyday work. Without compromising the assessment principles, assessment should aim to minimise costs, time off the job, new equipment and procedures.

Compliance with Occupational Health and Safety requirements

All assessment must be carried out in accordance with Occupational Health and Safety requirements.

Benchmarks for assessment

The national museum industry competency standards are the benchmarks for assessment for this training package.

Each unit of competency:

- specifies any resources that are required for assessment
- recommends methods of assessment
- gives advice on any units that may be assessed concurrently with the present unit, and
- describes the context of assessment. This may include advice on the location of assessment and the number of occasions on which assessment should occur to ensure consistency of performance.

The role of registered training organisations

Assessment should be conducted by a qualified assessor, acting for a body responsible for certifying the results of the assessment and issuing the qualification.

This responsible body can be:

- an organisation registered with state or territory training authorities to conduct training and assessment (which can be an enterprise, a training organisation, or some other body)

- an organisation registered with the state or territory training authorities to conduct assessment only (which can be an enterprise, a training organisation, or some other body)
- a registered organisation in partnership with an enterprise

Registered training organisation (training and assessment)

An RTO is any organisation registered by a state or territory training authority to:

- conduct training that meets the requirements of the national industry training package for museum and library/information services
- conduct assessments
- issue Statements of Attainment when some (but not all) the required units of competency for a qualification have been attained
- award nationally recognised qualifications when all the required units of competency are attained

Enterprises can be registered. This allows them to:

- be fully responsible for the assessment and training process within formal quality guidelines
- issue nationally recognised qualifications
- register all their operations nationally in one step. Organisations registered in one state or territory are automatically registered in all other states and territories at no extra cost.

Regardless of the basis of their employment, individuals can approach an RTO for training and assessment.

Among other things, organisations to be registered must show how they will meet quality criteria covering:

- approved assessors who meet minimum requirements
- a simple appeals process for both individuals and enterprises
- planning and conducting assessments
- recording and reporting assessment results
- the relevant state or territory training authority quality assurance requirements

Registered training organisation (assessment only)

An RTO (assessment only) is any organisation that has gained 'assessment only registration' by a state or territory training authority. It is then nationally recognised to:

- conduct assessments
- issue Statements of Attainment when some (but not all) the required units of competency for a qualification have been attained
- issue nationally recognised qualifications when all the required units of competency are attained

Enterprises can be registered. Registration allows them to:

- issue nationally recognised qualifications
- rely on other training providers to conduct the training (either wholly or as a partnership)
- register all their operations nationally in one step (organisations registered in one State or Territory are automatically registered in all other States and Territories at no extra cost)

Regardless of the basis of their employment, individuals can approach an RTO for assessment.

The enterprise in partnership with a registered training organisation

In many cases, the enterprise might want to form a partnership with an RTO. Partnerships might be suitable:

- where the enterprise is small, or otherwise doesn't want to involve itself in the formalities of registration
- where the enterprise is satisfied with the training it is receiving from a provider

In a partnership, the training can be shared between the enterprise and the RTO, depending on the basis of the agreement. The RTO might use its own assessors to conduct assessments. Or it might take responsibility for the quality of workplace assessments, with the enterprise's assessors conducting individual assessments. In the latter case, the RTO and the enterprise would establish agreed quality checks and the RTO would audit the enterprise's assessment operations regularly to ensure the integrity of the system.

If an RTO and an enterprise form a partnership, the RTO should, as part of the agreement, agree to issue Statements of Attainment and qualifications.

Partnerships:

- make good use of existing RTO and enterprise resources
- allow enterprises to have a major say in how services will be provided (especially when and where)

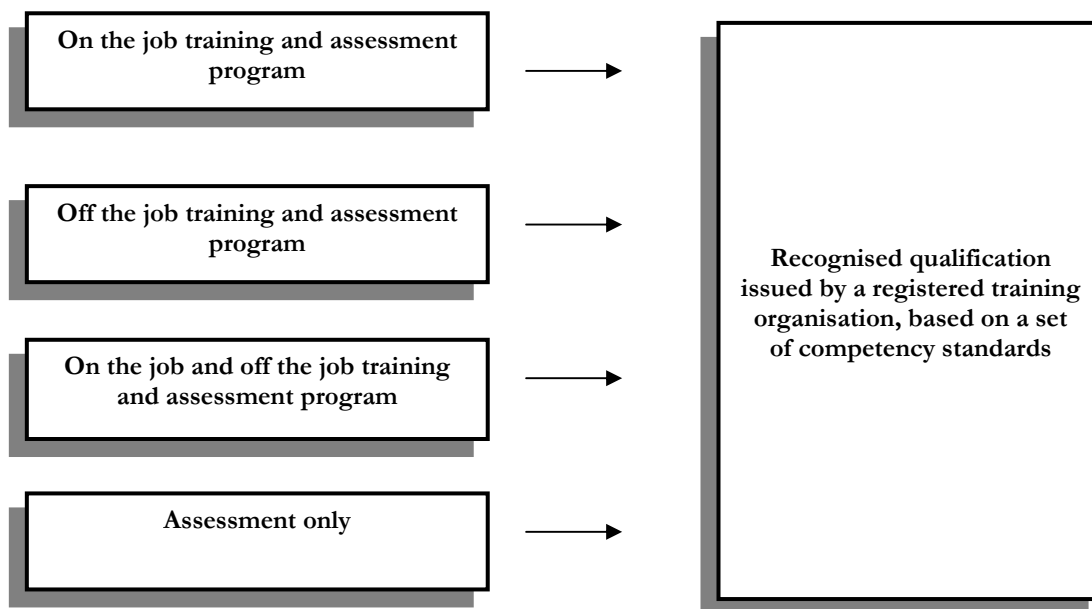
CREATE Australia will provide information and offer advice to providers and enterprises to ensure that all parties are aware of the most effective ways to establish and maintain partnerships.

Assessment options

There are many different ways in which individuals can undertake assessment. Assessment can occur in a range of settings: in the workplace, in an education institution or other RTO, or in a combination of both. It can occur as part of a structured education and training program or through an 'assessment only' process, where individuals receive recognition of their prior learning and current competencies.

Pathways to a qualification

The award of a recognised qualification in museums is based on successful completion of a package of competency standards. The following diagram summarises the four main pathways to a qualification.



A qualification may be obtained through an apprenticeship or traineeship where the trainee is engaged in training that is wholly on the job or in a combination of on the job and off the job training.

Qualifications may also be obtained through:

- a formal course of training delivered by an RTO
- recognition of current competencies and prior learning which is based on either previous training and/or work experience. In this assessment pathway, candidates are assessed and, if required, an individual training program is developed to pick up any outstanding requirements, prior to final assessment of competence.
- undertaking other employment and training arrangements where the employment may or may not be linked to off the job training or a formal

course offered by an RTO. In some instances, the candidate may seek to have their prior learning or work experience recognised to gain credit towards completion of their formal course qualification.

The national museum competency standards are the benchmarks for determining competence. Some standards specify that competence requires assessment in the workplace. If these standards are included in a qualification, a person cannot obtain the qualification unless they have undertaken workplace assessment.

The assessee must be advised before they start training of any standards that require workplace assessment. When the standard requires workplace assessment and the assessee is learning off the job, the training provider should help the assessee obtain the workplace assessment and any work experience that may be required to develop workplace competence.

The workplace assessment requirement can be met in a number of ways:

- employment in an enterprise
- placement in an enterprise
- participation in an apprenticeship or traineeship
- use of a simulated work environment, where this is stated in the competency standard, provided that the resources specified in the standard are available

Competencies acquired through previous work or life experiences should be recognised. In many cases, recognition of prior learning and competency development will form part of the workplace assessment process. Assessing prior learning in the context of the competency standards should be undertaken by a qualified assessor, using original evidence and other assessment tools which may be required to determine competency.

Recognition of prior learning of underpinning knowledge may occur in any situation, including learning institutions.

Recording assessment outcomes

Assessment outcomes should be recorded at the competency standards unit level. Recording assessment outcomes is the responsibility of the RTO. The RTO is responsible for maintaining full details of completed units of competency and for making these available to individuals who have been assessed.

Reporting assessment outcomes

All assessment outcomes recorded by RTOs will lead to either a qualification under the Australian Qualifications Framework or a Statement of Attainment, which can be used for articulation or credit transfer purposes.

The museum and library, information services industry training package specifies the only acceptable nomenclature and industry descriptors for qualifications issued under the

training package. Where a Statement of Attainment is issued in recognition of partial completion of a qualification, the full industry descriptor must be included.

Any qualification or Statement of Attainment issued under the museum and library/information services industry training package must include a list of the achieved competency standards units. The list must be attached to the qualification.

Appeal and reassessment processes

RTOs are responsible for the quality of outcomes and for issuing the final qualification under the Australian Qualifications Framework. These RTOs have overall responsibility for ensuring that an appropriate assessment system is in place.

The focus of the appeal resolution process is to obtain a valid, reliable and fair judgement and to minimise further disputed assessments in the future. It is stressed that an adversarial and/or punitive approach should be avoided. Under the Australian Recognition Framework, RTOs are required to provide timely and appropriate information, advice and support services to assist clients in meeting their assessment objectives. This includes information about the RTO's appeals process.

External audits

Audit processes will be developed and managed by state and territory training authorities. It is desirable that the audit processes audit both the operation and outcomes of the assessment system and examine:

- the number and outcomes of assessments undertaken in workplaces
- the use and effectiveness of assessment instruments, workplace evidence gathering practices, mentor support for assessees and other national industry training package materials
- the use and outcomes of the appeals process, including re-assessment
- the outcomes of strategies designed to improve the system

The industry encourages state/territory training authorities to conduct external audits in conjunction with CREATE Australia and its state/territory ITABs.

Review and maintenance

Subject to available funding, the industry training package will be reviewed every three to five years. Based on these reviews, the training package will be amended and RTOs will be given advice on quality assurance and other matters.

Assessor qualifications

Assessment against competencies should be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those conducting assessments. They provide for situations where more than one person may contribute to the assessment and where the required technical and assessment competencies are not all held by any one person. All assessment should be carried out under the auspices of an RTO.

In the museum industry, assessors must be competent in the following combination of competencies:

- the national assessor competency standards (*Plan assessment, Conduct assessment and Review assessment*)
- the individual museum industry competency standards to at least the same level as those which are being assessed and, as a minimum, to at least Certificate IV level

Assessors should also have a demonstrated knowledge and understanding of current industry practice.

In some cases, individual assessors may possess some, but not all, of the required competencies. In other cases, a potential assessor may be competent in the relevant industry competency standards but not the national assessor competency standards. In both circumstances, team assessments should be conducted, with members of the team possessing between them the full range of required competencies. A qualified assessor who is not competent in the relevant industry competency standards could, for example, team up with a workplace supervisor or other person in the workplace to conduct assessment.

CREATE encourages team assessment because:

- it makes good use of industry and educational expertise
- it may improve the quality of the assessment
- it gives assessors an opportunity to share their ideas

Assessors who do not meet all the required industry competencies may achieve the additional competencies by completing a recognised training program or an approved recognition of prior learning process, provided that all requirements set out in the competency standards are met.

Using qualified assessors

The cost of the assessment process must not place an undue burden on the training system. The museum industry will work closely with RTOs to establish ways of minimising the costs of workplace assessment.

Guidelines for designing assessment resources

The national competency standards are the basis for designing assessment materials, with close attention being paid to the performance criteria, range of variables and evidence guides.

Registered assessors are required to follow the principles listed at the beginning of this document. They must use methods that enable the gathering of sufficient, valid and reliable information to allow a genuine assessment decision to be made. The process must also be flexible, fair and cost effective.

Assessment materials should be designed as a cooperative process, involving people with assessment and technical expertise, with consideration given to:

- interpreting national competency standards to meet the requirements of individual enterprises
- using evidence gathering methods appropriate to the context, the persons assessed and the assessor
- using evidence gathering methods that are gender and culture inclusive, and which take into account the language, literacy and numeracy needs of the assessee and the assessor
- using a range of assessment methods, including:
 - direct: workplace performance, demonstration, simulation, role play
 - indirect: products, services, presentations, third party reports
 - supplementary: questioning, tests, portfolios, presentations
- using assessment processes that do not place an undue cost burden on the industry and the training system
- using self assessment, particularly in the preparation phase and in the assessment of underpinning knowledge and skills. Self-assessment will improve the efficiency of the assessment process

In the interests of both an integrated approach to assessment and cost-effective practices, assessors are encouraged to develop methods which favour assessment of a number of related competencies through one assessment process or event.

Sources of information on assessment

A guide to the competency standards for assessment, 1997, ANTA

Assessment arrangement in the national training framework, 1996, ANTA

Assessment system design, 1994, AGPS

Assessment technical manual, 1994, AGPS

Assuring quality and choice in national training, 1997, ANTA

Australian recognition framework arrangements, 1999, ANTA

Updated guidelines for training package developers, 1998, ANTA

Industry training package for assessment and workplace training, 1998, ANTA

Integrating assessment of learning outcomes: an approach to holistic assessment, 1996, Assessment Centre for Vocational Education, TAFE NSW

On-the-job and off-the-job assessment - an issues paper, 1994, Assessment Centre for Vocational Education, TAFE NSW

**Vocational education and training
qualifications in the museum and
library/information services industries**

Qualifications in museum and library/information services

The national museum and library, information services qualifications:

- are based directly on national industry competency standards
- can be taught on-the-job, or have a major work-based component
- recognise the existing competencies of workers
- provide a framework to help identify training needs

There are ten vocational education and training qualifications in the museum and library, information services industry training package:

- | | |
|---------------------------------------|--|
| - Certificate II in Museum Practice | - Certificate II in Library and Information Services |
| - Certificate III in Museum Practice | - Certificate III in Library and Information Services |
| - Certificate IV in Museum Practice | - Certificate IV in Library and Information Services |
| - Diploma of Museum Practice | - Diploma of Library and Information Services |
| - Advanced Diploma of Museum Practice | - Advanced Diploma of Library and Information Services |

These qualifications form part of the Australian Qualifications Framework (AQF), a national framework for all qualifications in Australia. There are twelve qualifications in the AQF, with six being relevant to vocational education and training. The AQF provides consistent qualifications across Australia. The twelve qualifications are:

SCHOOLS SECTOR	VET SECTOR	HIGHER EDUCATION SECTOR
Senior Secondary Certificate of Education	Advanced diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral degree Masters degree Graduate diploma Graduate certificate Bachelor degree Advanced diploma Diploma

Statement of attainment

If a qualification is only partly achieved, a Statement of Attainment can be issued for successful assessment of any unit or units. Training can continue at a later date and

additional competencies can be added to the Statement of Attainment until a full qualification is achieved. Registered training organisations must recognise and give credit for the competencies that have been recorded on the Statement of Attainment.

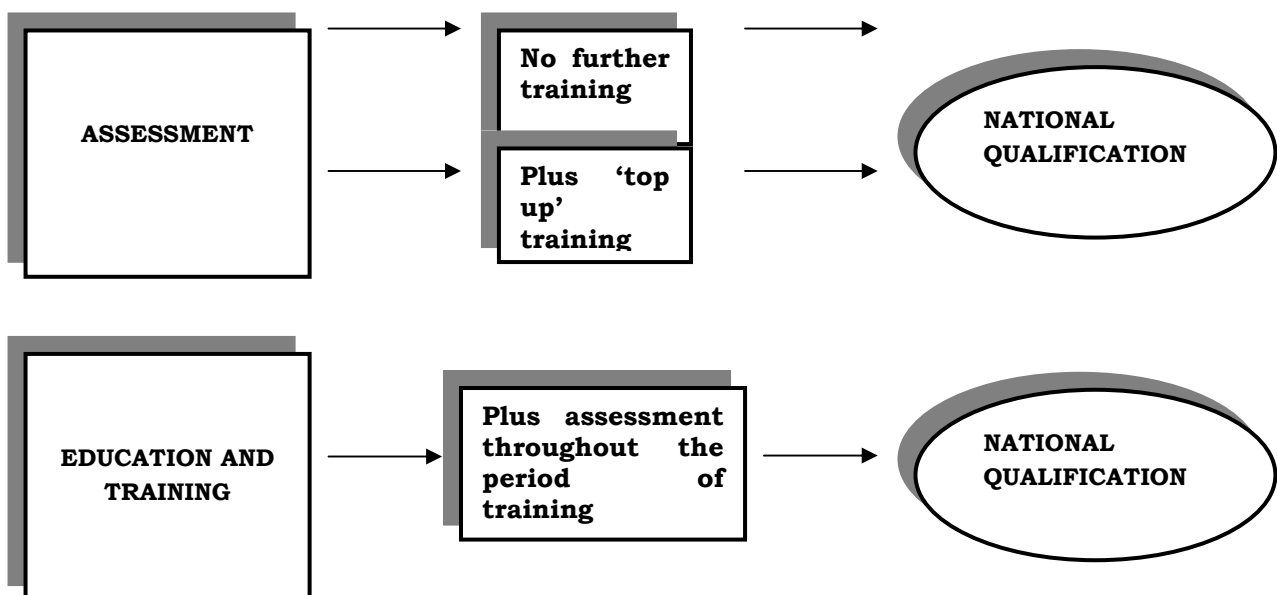
Pathways to qualifications

There are two main pathways to a national vocational education and training qualification in museum and library/information services. The first is through formal education and training. The second is through assessment, which recognises prior learning and current competencies.

This second pathway is an important feature of the national industry training package. For the first time, a person who demonstrates the required competencies can receive formal recognition for their existing skills and knowledge, without being required to enrol in a course of study. The training package encourages people with work experience to undertake assessment for which they can receive a national qualification. Individuals can also receive credit for competencies in related fields of employment.

Often, the two pathways will merge. A person with some, but not all, of the competencies required for a qualification may undertake an initial assessment to identify their prior learning and current competencies and follow that assessment with vocational education and training before receiving a national qualification. Alternatively, a student may enter an education and training program without an initial assessment but, as a component of the training, regularly undergo assessment.

In summary, the pathways to a qualification are:



Assessment and training can occur in an education institution, in the workplace, or in a combination of both, under the direction of an RTO. Specific assessment requirements are identified in the evidence guides for each competency standard.

People who are already employed in museums or library and information services and those wishing to enter the industry can obtain national qualifications. Current employees may attain a qualification through assessment conducted entirely at work or through a combination of assessment in the workplace and in an education institution. These people will generally have considerable work experience, but they might not have received any formal recognition for that experience.

New entrants to the industry may be:

- employed full or part time under training contracts (new apprenticeships).
- full or part time students who may supplement their training with practical experience through work experience, internships or similar arrangements. Work placements may occur concurrently with, or on completion of, formal study. Frequently, an RTO will help a person obtain a placement.

Many people study entirely at an RTO. However, the museum and library, information services industries strongly favour training which is supplemented by work placement or work experience, because competence in many of the competency standards requires practical experience which can improve employment prospects. RTOs are strongly encouraged to form close links with industry to maximise learning benefits and employment outcomes for students.

Regardless of the pathway chosen by the individual, assessment must be carried out in the workplace where this is specified in the competency standards. Workplace assessment and experience is strongly recommended in all other cases.

New apprenticeships

The flexible pathways and learning delivery modes available through the national training package for museum and library, information services allow employers and trainees to enter into apprenticeship or traineeship agreements to suit their particular workplaces. A qualification may be obtained through an apprenticeship or traineeship where the trainee is engaged in training that is wholly on the job or in a combination of on the job and off the job training.

New apprenticeship arrangements cover both traineeships and apprenticeships and can be offered at any qualification level, with trainees or apprentices being employed full time or part time. Generally, they will undergo a combination of training and assessment at work and at an education institution, or undertake all their training in the workplace. They are employed by an enterprise under a training contract that sets out the training to be provided. Alternatively, the employer can be a group training company, which employs trainees and rotates them between a number of employers.

All qualifications are awarded by an RTO, with the enterprise vouching for any required work experience component.

Packaging units of competency for a qualification

Choosing a qualification

People seeking a national qualification can start and finish their training at any level, provided they meet any pre-requisites specified for individual standards. A person might, for example, begin training at Certificate II, finish at Certificate III, and then at a future date return to study at Certificate IV (or higher if they have gained relevant industry experience in the meantime). Alternatively, they may complete single units of competency and over time accumulate a qualification.

Qualification titles

The titles of the qualifications are:

- Certificate II in Museum Practice
- Certificate III in Museum Practice
- Certificate IV in Museum Practice
- Diploma of Museum Practice
- Advanced Diploma of Museum Practice
- Certificate II in Library and Information Services
- Certificate III in Library and Information Services
- Certificate IV in Library and Information Services
- Diploma of Library and Information Services
- Advanced Diploma of Library and Information Services

The qualification should include as an attachment a full list of all units of competency achieved.

Customising the qualifications

The qualifications framework provides a flexible set of qualifications which aims to maximise choice for individuals, employers and RTOs.

In addition to the museum or library, information services competency standards, relevant units of competency from other industries can be used when making up a qualification. Some of these standards, such as the Workplace Trainers and Assessors competency standards, have been included in this training package. The Diploma and Advanced Diploma of Library and Information Services specify the inclusion of four compulsory workplace trainer and assessor competency standards. Completion of these units meets the minimum requirements for workplace assessors and also gives credit towards the Certificate IV in Workplace Training and Assessment.

A list of standards included from other industries is included as an appendix to this publication. RTOs and assessors should check these industries' requirements and ensure that the standards to be assessed are consistent with any recent changes the industry may have made.

The qualifications may also be customised through the incorporation of competency standards from other industries not included in the training package. Standards from other industries may be incorporated into qualifications as electives, provided that:

- the standards are packaged at the same level as the relevant museum or library, information services industry qualification
- the proposed electives are part of an endorsed industry training package or endorsed national competency standards, and
- the total qualification includes the minimum number of museum or library, information services industry competency standards specified for that level.

Units that make up the qualifications

The charts on the following pages set out the units required to achieve a qualification at each level. To receive a qualification, an individual must be competent in the required number of units for each qualification.

For each qualification, there are two types of units:

- compulsory units which all individuals must complete
- 'other' units, a minimum number of which must be completed at each level. These other units include museum or library, information services units and related units from other endorsed industry training packages or national competency standards. Each qualification sets out the required number of museum or library, information services units to be completed and the maximum number of units that may be included from other industry training packages.

The qualifications for library and information services

Employment in library and information services

People who are employed in library and information services work within all industries and in diverse information agencies and libraries. They may work in the public or private sectors, in research, special, corporate, educational or public libraries. They also work in corporate, government and community environments, adding value to organisations by assisting them to manage knowledge – to analyse, synthesise, evaluate, organise and use information.

Library and information services workers assist many client groups. Employees may, for example, provide assistance with research, with records management, with database management, and with multimedia production.

Within these various environments, library and information services workers perform a wide range of duties and exercise diverse competencies. They may design, plan, manage and evaluate services; formulate and implement policy; develop and deliver highly specialised services for discrete client groups; organise and manage resources; and manage, supervise, operate and maintain systems and their associated technologies.

Underpinning all these functions is the need to meet the information needs of clients and to provide high quality customer service. Also important is the need to work effectively with information technology. Client service and information technology competencies - vital to current and future library and information services practice - are embedded within all competency standards and in the qualifications at all levels.

Thus, the library and information services qualifications framework is designed to respond to and anticipate present and future education and training needs. The framework also encourages library and information services workers to identify and meet their own skill development needs, with the competency standards in information literacy being an important means by which this objective may be met.

Because library and information services workers are able to transfer their competencies across many different environments, the national industry training package provides both horizontal and vertical career path opportunities. The qualifications provide a basis for study and employment in other, related fields across all industries. In addition, qualifications at Diploma and Advanced Diploma levels may articulate with, and grant credit towards, professional qualifications in Library and Information Services.

Principles underpinning the qualifications structure

The national qualifications for library and information services are based on seven key principles.

1. The qualifications give individuals and registered training organisations, or RTOs, maximum flexibility in building programs of study that meet regional, provider and individual student needs. In providing this flexibility, the qualifications also seek to make the best use of available resources. Because competency standards from other industries may be incorporated into individual qualifications, RTOs may draw on expertise and resources from related fields of study in assembling a qualification. However, library and information services should be the major focus of each qualification.
2. The competencies develop incrementally from one level to the next. A person may commence study at any level, or they may be assessed and receive recognition for their prior learning and current competencies, either receiving a full qualification or using their as a basis for formal study.
3. Articulation arrangements should ensure career progression and facilitate transfer of credits into related programs. These may include credits into related fields of study at the same level of qualification as well as credit into higher level programs.
4. All qualifications should include the following areas as a basis for practice:
 - information and information formats
 - information literacy and methods of access, including training and educating clients to access information effectively
 - information agencies, outlets and networks
 - work and work effectiveness in a service environment, including own performance and development
 - ethical and legal obligations in providing information services
5. Qualifications should ensure that individuals are capable of comprehension, application and communication and can use and evaluate services. Thus, all assessment leading to the award of a qualification should guarantee that the relevant theoretical and conceptual skills and knowledge have been demonstrated.
6. All qualifications should aim to develop attitudes of client service. High quality customer service is crucial to the future development of library and information services and hence this important competency is embedded within all units of competency and in each qualification.
7. Qualifications should aim to provide practical experience as an integrated component of learning.

The national library and information services qualifications at a glance

To attain a qualification
...

... the individual must be competent in these units...

Certificate II	=	7 units	
		6 compulsory	+ 1 other (which may be either the LIS optional unit, or from another endorsed industry training package or endorsed national competency standards)

Certificate III	=	12 units	
		9 compulsory	+ 3 others (at least 2 must be LIS optional units)

Certificate IV	=	15 units	
		9 compulsory	+ 6 others (at least 3 must be LIS optional units)

Diploma	=	23 units	
		15 compulsory	+ 8 others (at least 4 must be LIS optional units)

Advanced Diploma	=	21 units	
		13 compulsory	+ 8 others (at least 4 must be LIS optional units)

Trainees or assessees must:

- complete the compulsory units for the qualification
- complete the total number of units stated for that level

Certificate II in Library and Information Services

CUL20199

To attain a Certificate II in Library and Information Services, complete seven units: six compulsory units and one other unit.

The other unit may be the LIS optional unit from the right hand column below, or it may come from another related endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate II in Museum Practice.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 1 OTHER UNIT
<p>CULLB201A Assist clients to use an information service effectively</p> <p>CULLB202A Assist with the maintenance of service area</p> <p>CULLB203A Develop own information literacy skills</p> <p>CULLB204A Manage own work performance and learning</p> <p>CULLB205A Prepare, process and store resources</p> <p>CULLB206A Assist with circulation services</p>	<p><i>Complete one other unit, which may come from another endorsed industry training package, or endorsed national competency standards, or the following LIS unit:</i></p> <p>CULLB207A Assist with programs, activities and promotion</p>

Certificate III in Library and Information Services

CUL30199

To attain a Certificate III in Library and Information Services, complete 12 units: nine compulsory units and three other units. Two of the other units must be selected from the LIS group.

One of the other units may come from another related endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate III in Museum Practice.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 3 OTHER UNITS
<p>CULLB201A Assist clients to use an information service effectively</p> <p>CULLB202A Assist with the maintenance of service area</p> <p>CULLB203A Develop own information literacy skills</p> <p>CULLB204A Manage own work performance and learning</p> <p>CULLB205A Prepare, process and store resources</p> <p>CULLB301A Participate in a work team</p> <p>CULLB302A Use bibliographic methods</p> <p>CULLB307A Use multimedia equipment</p> <p>BSZ404A Train small groups</p>	<p>LIS UNITS <i>Select at least two units from the group below:</i></p> <p>CULLB303A Accession and process resources</p> <p>CULLB304A Contribute to promotional programs and activities for clients</p> <p>CULLB305A Process orders</p> <p>CULLB306A Respond to requests from other information providers for material</p> <p><i>One unit may come from another endorsed industry training package or national competency standards at the same level, such as the Certificate III in Museum Practice.</i></p>

Certificate IV in Library and Information Services

CUL40199

To attain a Certificate IV in Library and Information Services, complete 15 units: nine compulsory units and six other units. Three of the other units must be selected from the LIS group.

Three of the other units may come from other endorsed industry training packages or endorsed national competency standards at the same level, such as the Certificate IV in Museum Practice.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 6 OTHER UNITS
<p>CULLB401A Contribute to client access to information</p> <p>CULLB402A Contribute to effective working relationships</p> <p>CULLB403A Develop and apply own information literacy skills in working with clients</p> <p>CULLB404A Contribute to structuring bibliographic and other information systems</p> <p>CULLB405A Manage own work, development and learning</p> <p>CULLB406A Organise and coordinate work activities</p> <p>CULLB407A Use networked services effectively to provide access to information</p> <p>CULLB307A Use multimedia equipment</p> <p>BSZ404A Train small groups</p>	<p><u>LIS UNITS</u> <i>Select at least three units from the group below</i></p> <p>CULLB408A Acquire and process resources for access</p> <p>CULLB409A Maintain service area environment, resources and equipment</p> <p>CULLB410A Obtain information resources from remote sources for clients</p> <p>CULLB411A Provide promotion and programs and activities for clients</p> <p>CULLB412A Undertake cataloguing activities</p> <p><i>Three of the other units may come from other endorsed industry training packages or national competency standards as outlined above.</i></p>

To attain a Diploma of Library and Information Services, complete 23 units: 15 compulsory units and eight other units. Four of the other units must be selected from the LIS group.

Four of the other units may come from other related endorsed industry training packages or endorsed national competency standards at the same level, such as the Diploma of Museum Practice. To complete the Certificate IV in Workplace Trainer and Assessment, four units may be selected from that industry training package.

COMPLETE ALL COMPULSORY UNITS		COMPLETE 8 OTHER UNITS	
CULLB401A	Contribute to client access to information	<u>LIS UNITS</u> <i>Select at least four units from the group below</i>	
CULLB402A	Contribute to effective working relationships	CULLB505A	Analyse and describe material
CULLB403A	Develop and apply own information literacy skills in working with clients	CULLB506A	Catalogue and classify material
CULLB405A	Manage own work, development and learning	CULLB507A	Contribute to collection development
CULLB406A	Organise and coordinate work activities	CULLB508A	Develop and improve systems and processes to increase access to information
CULLB407A	Use networked services effectively to provide access to information	CULLB509A	Coordinate selection and acquisition of information
CULLB501A	Contribute to the organisation and coordination of the work of others	CULLB510A	Establish and maintain consultation with, and promotion to, client groups
CULLB502A	Deliver information literacy programs for clients	CULLB511A	Lead a team
CULLB503A	Organise information for client access	CULLB512A	Maintain and modify technological applications in the library
CULLB504A	Provide clients with access to required information	CULLB513A	Manage maintenance of physical resources and environment
CULLB307A	Use multimedia equipment	CULLB514A	Provide assistance for research and projects
BSZ404A	Train small groups	<i>Four of the other units may come from other endorsed industry training packages or national competency standards as outlined above.</i>	
BSZ401A	Plan assessment		
BSZ402A	Conduct assessment		
BSZ403A	Review assessment		

To attain an Advanced Diploma of Library and Information Services, complete 21 units: 13 compulsory units and eight other units. Four of the other eight units must be selected from the LIS units in Group A or Group B in the table below, and at least one of these units must come from Group A.

The remaining four units may come from other related endorsed industry training packages or national competency standards, or from the specialist units that follow.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 8 OTHER UNITS
CULLB501A Contribute to the organisation and coordination of the work of others	<p><u>LIS UNITS</u> <i>Select 4 LIS units. At least one unit must be selected from Group A. The remaining 3 units may be selected from Group A or Group B.</i></p> <p><i>Group A</i></p> <p>CULLB604A Manage care and maintenance of the collection</p> <p>CULLB605A Manage collection development</p> <p>CULLB606A Provide database development</p> <p><i>Group B</i></p> <p>CULLB505A Analyse and describe material</p> <p>CULLB506A Catalogue and classify material</p> <p>CULLB510A Establish and maintain consultation with, and promotion to, client groups</p> <p>CULLB512A Maintain and modify technological applications in the library</p> <p><i>Four of the other units may come from other endorsed industry training packages or national competency standards or from the specialist units.</i></p>
CULLB502A Deliver information literacy programs for clients	
CULLB504A Provide clients with access to required information	
CULLB508A Develop and improve systems and processes to increase access to information	
CULLB514A Provide assistance for research and projects	
CULLB601A Contribute to the development of the organisation's bibliographic management system	
CULLB602A Evaluate and extend own information literacy skills in working with clients	
CULLB603A Manage a major functional area	
CULLB307A Use multimedia equipment	
BSZ404A Train small groups	
BSZ401A Plan assessment	
BSZ402A Conduct assessment	
BSZ403A Review assessment	

Specialist units

The following units of competency may be packaged with the Advanced Diploma as outlined above or used in professional development programs.

CULLB701A Analyse and describe specialist and/or complex material	CULLB707A Manage external working relationships
CULLB702A Collect, analyse and evaluate information	CULLB708A Manage information access
CULLB703A Facilitate client learning	CULLB709A Manage research program
CULLB704A Initiate and carry out projects	CULLB710A Market the library and library services
CULLB705A Lead a functional/major policy area	CULLB711A Provide clients with access to information in a specialist area
CULLB706A Maintain and develop client services in a special area	CULLB712A Provide consultancy service

The national museum qualifications

Employment opportunities in museums

The industry training package offers qualifications that underpin many different employment opportunities. The qualifications provide the opportunity for multi-skilling, and incorporate competencies from other industries where appropriate. This flexibility is particularly suited to small and regional centres where a mix of skills may be required.

Museums perform five core functions: acquisition, conservation, research, communication, and exhibition. To meet these responsibilities, museums need employees with strong education and vocational backgrounds and high level skills in communication and client service.

As the roles of museums change and develop, so too do the competencies of their employees. On the one hand, careers in museums are developing in their specialisations and community involvement. On the other, employees are acquiring knowledge and skills in business management, marketing, client service, accountability and entrepreneurship to support their core museum qualifications and experience. The national industry training package incorporates this variety of competencies and provides flexibility in the ways in which they may be packaged to form qualifications.

Some examples of employment opportunities in museums are listed below.

- Administrator
- Artisan/technician
- Audiovisual technician
- Attendant/security officer
- Manager across a range of areas
- Conservator
- Curator, associate or assistant curator
- Designer (exhibitions, graphics)
- Director
- Editor/publications officer
- Education officer
- Exhibition/display officer
- Finance manager
- Librarian
- Maintenance engineer
- Marketing manager
- Membership coordinator
- Photographer
- Preparator/ technician/ taxidermist
- Public programs manager
- Registrar
- Retail manager
- Tourism officer
- Travelling exhibitions coordinator
- Visitor services coordinator

The national museum qualifications at a glance

To attain a qualification ... the assessee must be competent in these units...
...

Certificate II	=	8 units	
		7 compulsory	+ 1 other (must be a museum optional unit)
Certificate III	=	13 units	
		8 compulsory	+ 5 others (at least 3 must be museum optional units)
Certificate IV	=	16 units	
		6 compulsory	+ 10 others (at least 8 must be museum optional units)
Diploma	=	20 units	
		7 compulsory	+ 13 others (at least 11 must be museum optional units)
Advanced Diploma	=	23 units	
		6 compulsory	+ 17 others (at least 15 must be museum optional units)

Trainees or assessees must:

- complete the compulsory units for the qualification
- complete the total number of units stated for that level

Certificate II in Museum Practice

CUL20299

To attain the Certificate II in Museum Practice, complete eight units: seven compulsory units plus one other selected from the units listed in the right hand column.

COMPLETE ALL COMPULSORY UNITS		COMPLETE 1 OTHER UNIT
CULMS201A	Develop and apply knowledge of the institution	<i>Complete one unit from the group below</i>
CULMS202A	Assist clients to access services and facilities	CULMS207A Assist with the presentation of public activities and events
CULMS203A	Assist in maintaining public areas	CULMS208A Maintain appearance of the institution
THHCOR03A	Follow health, safety and security procedures	CULMS209A Provide and sell products and services to visitors
CUECOR1A	Manage own work and learning	CUECLE1A Undertake general administration procedures
CULMS205A	Observe and report basic condition of collection	
CUECOR2A	Work with others	

Certificate III in Museum Practice

CUL30299

To attain the Certificate III in Museum Practice, complete 13 units: eight compulsory plus five others.

Of the other units three must be selected from the units listed in the right hand column.

Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate III in Library and Information Services.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 5 OTHER UNITS
<p>CULMS201A Develop and apply knowledge of the institution</p> <p>CULMS301A Apply knowledge of the institution's disaster preparedness plan</p> <p>CULMS202A Assist clients to access services and facilities</p> <p>CULMS203A Assist in maintaining public areas</p> <p>THHCOR03A Follow health, safety and security procedures</p> <p>CUECOR1A Manage own work and learning</p> <p>CULMS205A Observe and report basic condition of collection</p> <p>CUECOR2A Work with others</p>	<p><i>Complete at least three units from the group below</i></p> <p>CULMS302A Assist with movement and storage of objects</p> <p>CULMS303A Establish and maintain security</p> <p>CULMS304A Protect the collection</p> <p>CULMS209A Provide and sell products and services to visitors</p> <p>CULMS305A Provide assistance with installing and dismantling exhibitions</p> <p>THHGHS03A Provide First Aid</p> <p>CULMS306A Transport objects to new locations</p> <p>CUECLE1A Undertake general administration procedures</p> <p><i>Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate III in Library and Information Services.</i></p>

Certificate IV in Museum Practice

CUL40299

To attain the Certificate IV in Museum Practice, complete 16 units: six compulsory plus ten others.

Eight of the other units must be selected from the units listed in the right hand column.

Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate IV in Library and Information Services.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 10 OTHER UNITS
<p>CULMS301A Apply knowledge of the institution's disaster preparedness plan</p> <p>CULMS401A Use legislative and cultural protocols in the institution</p> <p>CULMS402A Maintain a safe and secure environment</p> <p>BSXFMI401A Manage personal work priorities and professional development</p> <p>BSXFMI404A Participate in, lead and/or facilitate work teams</p> <p>CULMS304A Protect the collection</p>	<p><i>Complete at least 8 units from the group below</i></p> <p>CULMS403A Contribute with institution's marketing</p> <p>CULMS404A Contribute to the preservation of objects</p> <p>THTSMA01A Coordinate the production of brochures and marketing materials</p> <p>CULMS406A Deliver information, activities and events</p> <p>CULMS407A Install and dismantle exhibitions</p> <p>CULMS408A Maintain the condition and security of the institution</p> <p>CULMS409A Plan and carry out the movement and storage of objects</p> <p>THHGHS03A Provide First Aid</p> <p>CULMS410A Provide research assistance</p> <p>CULMS411A Provide technical support for the accommodation of objects</p> <p>CULMS412A Record and maintain information about the collection</p> <p>CULMS413A Use information technology</p> <p><i>Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate IV in Library and Information Services.</i></p>

To attain the Diploma of Museum Practice, complete 20 units: seven compulsory plus thirteen others.

Eleven of the other units must be selected from the units listed in the right hand column.

Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Diploma of Library and Information Services.

COMPLETE ALL COMPULSORY UNITS		COMPLETE 13 OTHER UNITS	
		<i>Complete at least 11 units from the group below</i>	
CULMS401A	Use legislative and cultural protocols in the institution	CULMS501A	Apply basic preservation techniques
BSXFMI503A	Establish and manage effective workplace relationships	CULMS502A	Arrange to acquire or dispose of objects
CULMS402A	Maintain a safe and secure environment	CULMS503A	Contribute to budget development
BSXFMI501A	Manage personal work priorities and professional development	CULMS504A	Coordinate installation and dismantling of small exhibitions
BSXFMI507A	Manage quality customer service	CULMS505A	Document objects
BSXFMI404A	Participate in, lead and/or facilitate work teams	BSXFMI505A	Manage operations to achieve planned outcomes
CULMS304A	Protect the collection	BSXFMI506A	Manage workplace information
		CULMS409A	Plan and carry out the movement and storage of objects
		CULMS506A	Plan, develop and deliver activities, events and programs
		CULMS410A	Provide research assistance
		CULMS507A	Promote the institution
		THHGHS03A	Provide First Aid
		CULMS508A	Provide information technology support
		CUEMAR2A	Undertake market research
		CUEMAR3A	Undertake marketing activities
		CULMS413A	Use information technology
		<i>Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Diploma of Library and Information Services.</i>	

Advanced Diploma of Museum Practice

CUL60299

To attain the Advanced Diploma of Museum Practice, complete 23 units: six compulsory plus seventeen others.

Fifteen of the other units must be selected from the units listed in the right hand column below.

Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Advanced Diploma of Library and Information Services.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 17 OTHER UNITS
<p>CULMS401A Use legislative and cultural protocols in the institution</p> <p>CULMS402A Maintain a safe and secure environment</p> <p>BSXFM401A Manage personal work priorities and professional development.</p> <p>BSXFMI507A Manage quality customer service</p> <p>CULMS304A Protect the collection</p> <p>CULMS413A Use information technology</p>	<p><i>Complete at least 15 units from the group below</i></p> <p>CULMS601A Assist the conservator in conserving the collection</p> <p>BSXFMI511A Contribute to the development of a workplace learning environment</p> <p>CULMS602A Contribute to planning and acquisition of computer systems</p> <p>CULMS603A Coordinate exhibitions and/or public programs</p> <p>CULMS604A Coordinate the acquisition and disposal of objects</p> <p>CULMS605A Coordinate the movement and storage of objects and the maintenance of information records</p> <p>CUEFIN1A Develop a budget</p> <p>CULMS607A Develop small exhibitions</p> <p>CULMS608A Develop, implement and evaluate plans</p> <p>CULMS609A Develop policies and strategies</p> <p>CULMS505A Document objects</p> <p>CULMS610A Identify and describe objects</p> <p>CULMS611A Lend and borrow objects</p> <p>CUEFIN2A Manage a budget</p> <p>BSXFMI505A Manage operations to achieve planned outcomes</p> <p>CULMS613A Manage volunteer services</p> <p>BSXFMI506A Manage workplace information</p> <p>CULMS507A Promote the institution</p> <p>BSXFMI502A Provide leadership in the workplace</p> <p>CULMS615A Pursue and develop sponsorship opportunities</p> <p>CULMS616A Recruit and select volunteers and paid staff</p> <p>CULMS617A Undertake research</p> <p>CUEMAR3A Undertake marketing activities</p> <p><i>Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Advanced Diploma of Library and Information Services.</i></p>

Appendix One: National competency standards from other industries

The following units of competency have been incorporated from other industries.

CODE	UNIT OF COMPETENCY	INDUSTRY
THHCOR03A	Follow health, safety and security procedures	Tourism and Hospitality
THHGH503A	Provide First Aid	Tourism and Hospitality
THTSMA01A	Coordinate the production of brochures and marketing materials	Tourism and Hospitality
BSXFMI511A	Contribute to the development of a workplace learning environment	Business Services
BSXFMI503A	Establish and manage effective workplace relationships	Business Services
BSXFMI505A	Manage operations to achieve planned outcomes	Business Services
BSXFMI401A	Manage personal work priorities and professional development	Business Services
BSXFMI507A	Manage quality customer service	Business Services
BSXFMI506A	Manage workplace information	Business Services
BSXFMI404A	Participate in, lead and/or facilitate work teams	Business Services
BSXFMI502A	Provide leadership in the workplace	Business Services
CUECOR1A	Manage own work and learning	Entertainment
CUECOR2A	Work with others	Entertainment
CUECLE1A	Undertake general administrative procedures	Entertainment
CUEMAR2A	Undertake market research	Entertainment
CUEMAR3A	Undertake marketing activities	Entertainment
CUEFIN1A	Develop a budget	Entertainment
CUEFIN2A	Manage a budget	Entertainment
BSZ401A	Plan assessment	Workplace trainers and assessors
BSZ402A	Conduct assessment	Workplace trainers and assessors
BSZ403A	Review assessment	Workplace trainers and assessors
BSZ404A	Plan a training program	Workplace trainers and assessors

Acknowledgements

This industry training package could not have been developed without the assistance of many individuals and organisations in the museum industry. CREATE Australia thanks the following people for their contributions.

Project reference group

Linda Arnold	Australian National Training Authority
Ann Baillie	Museums Australia Queensland
Audray Banfield	Albury Regional Art Centre
Merrilyn Crawford	Department of Education, Training and Youth Affairs
Simeon Kronenberg	Museums Australia
David Mendelssohn	Community and Public Services Union
Kay Söderland	Museums Australia (NSW)Inc
Roger Parris	Powerhouse Museum
Trevor Pearce	Museums Australia
Caroline Pryor	Australian Services Union
Sue Roy	NSW Department of Education and Training

Contributors

Tiana Adair	Queensland Police Museum
David Andre	National Portrait Gallery of Australia
Diane Baker	Toowoomba Regional Art Gallery
John Barrett-Leonard	The John Curtin Gallery
Lyndsay Bedogni	Eumundi Historical Museum
Geoff Bell	Canberra Institute of Technology
Margaret Birtley	Deakin University
Syd Bower	Art Gallery of SA
Sue Boyd	Museum Victoria
Anne Brake	Fremantle Prison
Peter Cahalan	Museums Australia SA
Philippa Chaney	Museums Australia NSW
Ray Christison	Lithgow Mining Museum
Linda Coll	Department of Communications & the Arts (Heritage Project)
K Coombes	MAGNT
Paul Costigan	Arts & Recreation Training ACT
Michael Crayford	Penrith Regional Gallery
Jane Cruickshank	Arts Training NSW
Gillian Currie	National Gallery of Australia
Alan Dartnal	James Cook University
James Davis	Bunbury Regional Art Galleries
M Dewak	MAGNT
Lyn Diepeveen	Rep Midwest Chapter, MA
Dr David Dolan	Research Institute, Cultural Heritage, Curtin University
Louise Douglas	Museums Australia ACT

Penny Driessen	Tasmanian Arts, Communications, Information Technology, Printing and Recreation ITB
Margaret Dwyer	Maitland City Art Gallery
Sarah Edwards	Museums Australia (Victoria)
Gil Field	Department of Conservation & Land Management
Sharon Ford	Global Artslink
Kay Francis	National Trust of SA
Jessica Frean	Museums Australia Victoria Inc
Mal Gammon	WA Sports, Recreation & Arts Ind Training Council
Sue Gaylor	Arts and Recreation Training Victoria
Julia Haska	Cultural Tourism & Export
Sally Anne Hasluck	Museum Consultant
Mirna Heruc	Nexus Multicultural Arts Centre Inc
Vicki Humphrey	Artlab Australia
Christine Ianna	Queensland Museum
Helen James	Arts Industry Council
Dieuwke Jessop	SA Maritime Museum
Pam Johnson	TAFE Queensland
Kath Kesswell	Griffith Art Works
Margie Kevin	National Gallery of Australia
Lee Kinsella	Art Gallery of WA
Dr Srebrenk Kunek	Line of Lode, Broken Hill
Christine Lewis	Lawrence Wilson Art Gallery
Jonathan Lipworth	Consultant
Bettina MacAulay	MacAulay Partners
Heather Mansell	State Library of NSW (conservation)
Ron Maslin	Temora Rural Museum
Zoe McKenzie-Smith	Cobb and Co Museum
Rod McLeod	Museums Australia (Queensland)
Jackie Millard	Art Gallery of WA
Rob Morcom	SA Maritime Museum
Andrew Moritz	National Wool Museum
Sarah Murphy	National Trust
D Murray	MAGNT
Cecilia Nannini	WA School of Art & Design, Central TAFE
Gail Newton	National Gallery of Australia
Kate Noahco	Education & AOTM Public Programs
Marianne Norman	Jam Factory & Crafts Council of SA
Rose Peel	Art Gallery of NSW
Barbara Pitman	CREATE Northern Territory
Jeff Powell	Cobb & Co Branch MA
Julie Prott	WA School of Design, Art & Media
Janie Raffin	Arts Training NSW (regional galleries)
Maria Ramsden	National Museum of Australia
Ron Ramsey	National Gallery
Jessica Read-Brain	WA Museum
Andrew Reeves	WA Museum
Les Retford	TTQ
Margaret Rich	Ballarat Fine Art Gallery
Rowland Richardson	North Adelaide School of Art, SA TAFE
Marianne Roseby	National Museum of Australia

Patricia Sabine	Tasmanian Museum and Art Gallery
Jude Savage	National Gallery of Australia
Brian Shepherd	Museum of Childhood, Edith Cowan University
Ruth Smiles	SA Recreation & Arts Industry Training Council
Geoff Spiers	History Trust
Chris Tassel	Queen Victoria Museum and Art Gallery
Susan Tonkin	National Museum of Australia
Pat Towley	Powerhouse Museum
Deborah Tranter	Cobb & Co Museum
Jean Tremaine	Museums Australia (Queensland)
Julia Tymukas	Community Arts Network
Helen Tysack	Museums Australia (Queensland)
G Tyson	24HR ART
Dr Sue-Anne Wallace	Museums Australia
Greg Wallace	WA Museum
Nick Waterlow	Evan Dougherty Gallery
Sally Watterson	Museum of Sydney
Caroline Webber	National Museum of Australia
Katherine Wilkinson	Art on the Move
Dr Andrea Witcomb	Research Institute, Cultural Heritage, Curtin University
Andrew Wotherspoon	WA School of Art & Design, CMC TAFE

Consultants

Judy Duffy	
Tess Julian	R.A.T.I.O. Pty Ltd
David Rumsey	David Rumsey and Associates