

CULMS506B**Plan and develop activities, events and programs****Unit Descriptor**

This unit describes the skills and knowledge required to plan and develop activities, events or programs for different customer groups. In a museum and library context, education will often be a key focus of activities. Skills for the actual delivery of activities, events or programs are found in the unit CULM406B Deliver information, activities and events.

This unit is equivalent to unit THTPPD05B Plan and develop interpretive activities, in the Tourism Training Package.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

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| 1. Establish need and scope of activities, events or programs | <ul style="list-style-type: none"> 1.1 Identify and develop programs which meet current/future organisational priorities and policies and which contribute to sustainable museum practice 1.2 Assess program activities in the context of the whole institution, where no overall program strategy exists 1.3 Evaluate external influences on program development 1.4 Identify the need for the activity/event/program based on customer needs, current development initiatives and wider community needs 1.5 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate stakeholders |
| 2. Develop concepts for activities, events or programs | <ul style="list-style-type: none"> 2.1 Undertake appropriate research and develop appropriate storylines and/or interpretive messages/themes accordingly 2.2 Integrate appropriate cultural and environmental protocols into concept development 2.3 Identify and utilise the service of other specialists as required 2.4 Ensure the activity, event or program is physically and technically feasible within existing resource constraints 2.5 Present a proposal for approval to relevant personnel in accordance with the organisation's policies and procedures |

- 3. Plan resource requirements
 - 3.1 Specify and obtain the resources required to complete each aspect of the activity, event or program
 - 3.2 Clearly identify and agree ON timeframes for the preparation of the activity, event or program with all relevant parties
 - 3.3 Identify the effect of the activity, event or program on other activities and people, and take appropriate steps to coordinate activities
 - 3.4 Confirm that facilities are capable of delivering activities to the specified range of users and provide a suitable and safe environment
 - 3.5 Ensure resources to operate the facilities are available and suitable
 - 3.6 Undertake a risk audit for the activity and incorporate relevant issues into activity development in accordance with regulations and organisational procedures
- 4. Develop support materials
 - 4.1 Identify existing information materials and assess their suitability to the activity, event or program and audience
 - 4.2 Develop information materials to suit the purpose of the activity, event or program and the requirements of users
 - 4.3 Ensure information materials contain valid and reliable information and appropriate interpretations
 - 4.4 Develop information materials within resource and time constraints and ensure accessibility
- 5. Evaluate activity, event or program
 - 5.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of the activity
 - 5.2 Modify activity according to feedback received or use feedback to inform future development
 - 5.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of the activity where appropriate

KEY COMPETENCIES

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

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

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

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Developing interpretive themes and messages	3
Collecting analysing and organising information	Evaluating information to inform the development process	3
Planning and organising activities	Organising resource allocations and other practical details	3
Working with others and in teams	Consulting with specialists on activity development	2
Using mathematical ideas and techniques	Estimating/adjusting costs	2
Solving problems	Adjusting program to meet a particular need	2
Using technology	Integrating technology into activity presentation	1

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that will affect performance.

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

Activities, events or programs may include:

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

- Customers/users may be:
- local community
 - tourists
 - educational groups
 - special interest groups
- External influences on program development may include:
- current or emerging community interests
 - social trends
 - current events
 - programs in other institutions
 - changes in technology
 - visitation patterns
- Other specialists may include:
- curators
 - designers
 - actors/performers
 - environmental consultants
 - interpretation consultants
 - cultural advisers
 - technical experts
 - curriculum advisers
 - teachers
 - educational psychologists, learning advisors
- The proposal may include:
- the rationale, aims, objectives and expected outcomes, in financial and other terms
 - facilities, resources and equipment needed
 - target audience
 - marketing and promotion requirements
 - staff training needs
- Resource requirements may include:
- natural resources
 - lighting
 - audiovisual equipment and recordings
 - handouts
 - costumes
 - props
 - contractors, eg performers
 - guest speakers
 - technical and creative staffing
 - other equipment
 - catering
 - security
 - support materials
 - transportations
 - furniture
 - space
 - booking systems/support

Support materials may include:

- replicas/education collection materials
- guidance materials
- descriptions
- labels
- signs
- overheads
- videos
- activity sheets
- curriculum-related material

EVIDENCE GUIDE

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

Critical aspects of evidence required to demonstrate competency in this unit

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

- ability to apply the research, development and evaluation process to an activity, event or program
- detailed knowledge of subject matter and ability to apply that knowledge to the development of an activity or program that meets the needs of the particular customer group

Context of assessment and consistency of performance

The assessment context must provide for:

- assessment conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity
- integration of workplace-realistic constraints for the development process, eg budget, space limitations, other resource constraints

Relationships to other units

This unit has strong linkages to other Public Programs units and to the guiding and interpretive units in the Tourism Training Package. Combined assessment and/or training with those units may be appropriate, eg:

- THTFTG14A Prepare specialised interpretive content (cultural/heritage environments)
- CULMS004A Integrate knowledge of education and learning into museum activities
- Other Exhibition units

Method of assessment

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

- project to develop and evaluate an activity, program or event for a nominated customer group/organisation
- oral or written questioning to assess knowledge of development processes
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- subject matter around which the activity, program or event is developed
- features of typical policies, procedures and practices relating to the provision of public activities, events and programs
- concept of sustainable museum practice and its relevance to the development of public programs
- sources of advice and specialist assistance for activity development
- planning and scheduling for activity, event or program
- interpretation techniques suitable for a wide range of audiences
- relevant resources for planning, promoting, delivering and evaluating activity, event or program
- cultural protocols to be observed in developing programs, including those relating to Aboriginal or Torres Strait Islander contexts
- copyright, moral rights and intellectual property issues and legislation that impact on the development of activities, including those relevant to Indigenous cultures
- other relevant legislation including Child Protection and Trade Practices
- literacy skills sufficient to develop varied and complex support materials
- numeracy skills sufficient to estimate costs and work with budgets

Specific resource requirements

Assessment of this unit requires access to:

- relevant organisational documentation
- equipment and resources relevant to the activity, program or event