



Australian Government

CUAEVP402 Design and develop interpretive displays

Release: 1

CUA EVP402 Design and develop interpretive displays

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

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

It applies to individuals who develop small interpretive displays of collection material and who mostly work independently or in small organisations.

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

Unit Sector

Cultural services - exhibitions and visitor programs

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop ideas for displays	1.1 Consult with colleagues and other stakeholders to confirm exhibition or display objectives 1.2 Explore interpretive display ideas in the context of the collection and established objectives 1.3 Research relevant information on audience profile and need in order to inform interpretive approaches 1.4 Obtain and assess operational information that may impact on the development of displays 1.5 Evaluate existing storylines and conduct research to develop new themes or storylines 1.6 Identify the need for assistance and where required seek input

ELEMENT	PERFORMANCE CRITERIA
	from interpretive or subject matter specialists 1.7 Prepare interpretive display proposals for approval as required
2. Create interpretive displays	2.1 Plan and schedule display approaches and communication media within required timeframes, using established techniques and available resources 2.2 Organise display spaces that meet intended objectives and reflect the principles of universal access 2.3 Select and organise relevant materials and equipment making creative use of available materials and supplies 2.4 Participate in creating and installing displays according to organisational procedures, identifying and resolving problems promptly within scope of own role 2.5 Maintain displays in line with organisational procedures
3. Evaluate interpretive displays	3.1 Obtain formal and informal feedback from customers on effectiveness of display materials 3.2 Challenge and test designs through own evaluation and consultation 3.3 Seek feedback from colleagues to enhance current and future displays

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 1.4, 1.5	Recognises and interprets a range of supporting information to determine and adhere to display requirements
Writing	1.7, 2.4	- Uses factual information and industry-related terminology to complete required workplace documentation - Records ideas and requirements clearly and creatively based on techniques appropriate to audience and environment
Oral	1.1, 1.6, 3.1, 3.3	Elicits the view and opinions of others by listening and

communication		questioning Clearly articulates requirements using language appropriate to audience and environment and participates in a verbal exchange of ideas/solutions
Navigate the world of work	1.4, 1.6, 1.7, 2.4, 2.5	- Accepts responsibility and ownership for tasks and makes decisions on completion parameters and the need of coordination with others - Takes personal responsibility for following explicit and implicit policies and procedures
Interact with others	1.1, 1.6, 2.4, 3.1, 3.3	Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met
Get the work done	1.1, 1.7, 2.1, 2.2, 2.3, 3.1, 3.3	- Determines resource and equipment requirements and works logically and systematically to undertake work activities within agreed timelines - Uses analytical thinking techniques and visual literacy skills to generate creative displays, seeking input from others as required - Uses analytical and lateral thinking to review display approaches and suggest improvements - Uses the features and functions of digital tools, to create effective displays

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAEVP402 Design and develop interpretive displays	CULEVP402A Design and develop interpretive displays	Updated to meet Standards for Training Packages and clarify intent.	Equivalent Unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CUA EVP402 Design and develop interpretive displays

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Performance Evidence

Evidence of the ability to:

- research and develop new ideas, themes and storylines for interpretive displays that reflect exhibition or display objectives
- within required timeframes and in accordance with workplace procedures and requirements, design and develop interpretive displays that:
 - address specific audience profiles
 - demonstrate the use of different display techniques
 - engage audiences while meeting design and technical principles
- demonstrate visual literacy skills while creating displays that show:
 - creative use of materials to enhance displays
 - diverse design displays
 - evaluation of storylines
 - work at a basic level with colour, shape and layout
- participate in the planning and staging of interpretive displays, coordinating required resources and scheduling activities within scope of own role
- identify and resolve problems when creating and installing displays within scope of own role
- obtain and respond to formal and informal feedback to enhance current and future displays.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the basic principles of design that relate to the interpretive displays
- outline organisational procedures for creating and installing interpretive displays

- identify potential uses of technology in interpretive displays
- identify the range of materials and equipment used for interpretive displays
- outline the role of interpretive displays in enhancing access to cultural material
- discuss techniques and conventions for:
 - creating small displays
 - developing effective interpretive labels, including production and installation techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a collection to use for a display
- materials and equipment to assist in the development of interpretive displays
- information on audience profile.

Links

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