



Australian Government

Department of Education, Employment and Workplace Relations

CULMS004B Integrate knowledge of education and learning into museum activities

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to use knowledge of education and learning to develop and enhance museum activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit Education is a key focus for many cultural institutions. This unit concentrates on knowledge of educational structures, different learning styles and general educational issues as they apply to museum activities. This unit applies to visitor services staff such as guides and education activity coordinators who work autonomously with some guidance from others, and within established organisational procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

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

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Evaluate the educational focus of the organisation

- 1.1 Evaluate the ***role of education*** in the overall scope of the organisation's activities and its impact on different work practices
- 1.2 Assess the benefits of an ***educational focus*** for organisation activities and the ways in which this contributes to sustainable museum practice

2 Integrate knowledge of education and learning into museum activities

- 2.1 Develop museum activities and programs which integrate key educational principles as appropriate to the target audience
- 2.2 Use ***knowledge of educational structures***, processes and procedures to enhance the quality of museum services
- 2.3 Use knowledge of different ***learning styles and principles*** to enhance the quality of museum services
- 2.4 Pro-actively communicate with colleagues on educational issues and trends to support the

ELEMENT**PERFORMANCE CRITERIA**

integration of education into relevant work activities

3 Update knowledge of education and learning

- 3.1 Identify and use *opportunities to update knowledge* of current and emerging educational issues
- 3.2 Identify and access relevant professional education networks
- 3.3 Incorporate updated knowledge appropriately into work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to liaise and consult with colleagues on educational issues as they relate to other areas of work within the museum
- learning skills to pro-actively expand and update education and learning knowledge
- literacy skills to interpret a wide range of educational information dealing with complex ideas.

Required knowledge

- educational role of museums in the community (past, current and emerging) including the link between education and sustainable museum practice
- relevant state/territory educational structures, processes and procedures
- education networks and support services available to the museum professional
- current and emerging philosophies of learning
- principles of interpretation as they apply to museum education and visitor services
- principles of communication as they apply to different visitor groups.

Evidence Guide

EVIDENCE GUIDE

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

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

Evidence of the following is essential:

- knowledge of current educational structures and processes in the relevant state/territory
- knowledge of current philosophies and trends in relation to learning and learning styles
- effective use of knowledge in the development of a range of museum activities.

Context of and specific resources for assessment

Assessment must ensure:

- access to a collection/site for which educational activities/programs can be developed.

Method of assessment

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

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of education programs developed by the candidate
- evaluation of programs developed by the candidate to meet a range of different educational needs and scenarios
- oral or written questioning to assess knowledge of educational structures, processes and procedures.

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

Range Statement

RANGE STATEMENT

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

Role of education in the organisation may relate to:

- nature of audiences for different activities
- role of the organisation within the community
- positioning of the organisation
- organisational mission and objectives
- historical precedent
- availability of expertise
- links with educational institutions
- level of commercial involvement
- collection management
- exhibition development
- visitor services

Ways in which ***educational focus may enhance*** the quality of services may relate to:

- enhanced audience development
- enhanced visitor experience
- improved links with local community
- enhanced accountability for public funding
- sustainability

Knowledge of educational structures, processes and procedures may relate to:

- structure of education system in relevant state/territory
- operating structures of schools, colleges etc.
- key education networks
- curriculum development
- curriculum interpretation
- training delivery
- assessment procedures and processes
- National Curriculum Framework and Key Learning Areas and Outcomes by Stages

Learning styles and

- principles of adult learning
- principles of young children's learning

RANGE STATEMENT

principles may relate to:

- different learning styles of particular groups (families, tourists, adults, culturally diverse, young children, people with disabilities)
- key principles in developing learning materials and designing educational experiences
- interpretive techniques
- interactive teaching - learning behaviours in museums

Opportunities to update knowledge may include:

- informal discussions with colleagues
- seminars
- formal training programs
- formal and informal research
- educational or industry journals
- further study
- Internet

Unit Sector(s)

Not applicable.

Competency field

Competency field

Education and Visitor Services