



Australian Government

Department of Education, Employment and Workplace Relations

CULMS007B Design and develop interpretive displays

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 design and develop small displays for the interpretation of a collection/site.

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

Application of the Unit

Application of the unit This unit applies to individuals who develop small interpretive displays of cultural material. It is most relevant to people working independently or in small organisations who need some visual design and interpretive skills to present material in creative and interesting ways. However, the unit is generalist in nature and does not reflect the skills of a specialist exhibition or display designer.

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 Develop ideas for displays

- 1.1 Explore ***interpretive display*** ideas in the context of the collection
- 1.2 Evaluate existing storylines or conduct research to develop new themes/storylines
- 1.3 Research ***relevant information on audience profile*** and needs to inform interpretive approach
- 1.4 Consult with appropriate colleagues and other ***stakeholders*** to confirm exhibition/display objectives
- 1.5 Identify the need for and seek assistance from interpretive or subject matter specialists where appropriate
- 1.6 Obtain and assess ***operational information*** which may impact on the development of display
- 1.7 Prepare display proposal where appropriate and consult with stakeholders

ELEMENT	PERFORMANCE CRITERIA
2 Create interpretive displays	2.1 Plan and schedule the display approach and communication media based on collection analysis, audience needs, established techniques and available resources 2.2 Organise the overall display space to take account of safety requirements and overall objectives 2.3 Integrate the principles of universal access into display design 2.4 Challenge and test designs through own evaluation and consultation 2.5 Select and organise relevant materials and equipment which take account of collection requirements 2.6 Make creative use of available materials and supplies 2.7 Create/install the display in accordance with relevant safety/security considerations
3 Evaluate interpretive displays	3.1 Obtain formal and informal feedback from customers on effectiveness of display materials 3.2 Use relevant feedback to enhance current/future displays

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to consult effectively with colleagues and stakeholders
- organisational skills to organise and coordinate processes and resources for displays
- visual literacy skills to work at a basic level with colour, shape and layout
- literacy skills to develop interpretive labels and other materials.

Required knowledge

- role of interpretive displays in enhancing access to cultural material
- techniques and conventions for effective label development - production and installation
- techniques and conventions for creating small displays
- range of materials and equipment which can be used for interpretive displays in the relevant work context
- potential uses of technology in interpretive displays
- principles of design
- copyright, moral rights and intellectual property issues and legislation that impact on the development of display materials
- cultural protocols to be observed in the display of cultural material, including those for the exhibition of Aboriginal or Torres Strait Islander material
- occupational health and safety requirements in relation to use of equipment and the overall safety of displays
- principles of universal access in relation to displays.

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:

- application of research and analysis skills to develop ideas for interpretive displays
- knowledge and application of different display techniques for collection interpretation
- demonstration of skills through the design and development of displays for an actual collection/site/exhibition.

Context of and specific resources for assessment

Assessment must ensure:

- access to a collection/site for which the candidate can develop displays.

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 displays developed by the candidate
- evaluation of candidate's ability to design materials for different collection/site scenarios
- oral or written questioning to assess knowledge of display techniques and conventions
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

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

- CULMS005B Research and generate ideas for exhibition concepts
- BSBDES301A Explore the use of colour

EVIDENCE GUIDE

- BSBDES302A Explore and apply the creative design process to 2D forms
- other exhibition design units.

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.

Interpretive display may include:

- display stands
- labels
- photographs
- signs
- maps
- charts
- diagrams
- electronic presentations
- support materials (publications, guides, handouts, activity books)

Relevant information on audience profile may include:

- age
- gender
- physical capabilities
- educational level
- familiarity with collection/site
- cultural preferences/cultural diversity
- special interest
- disability access

RANGE STATEMENT

Stakeholders may include:

- boards of management
- local community
- designers
- curators/subject matter experts
- visitors
- display specialists
- conservators
- curators
- cultural groups
- access specialists
- school/education specialists

Operational information may include:

- size of display area e.g. booth, stage
- lighting
- type of wall
- movement of visitors through the space
- floor plans
- type of surface on which display is to be created
- set-up times and duration
- occupational health and safety requirements
- budget allocation
- need for utilities e.g. electricity
- security issues
- duration of exhibition
- collection needs

RANGE STATEMENT

Established techniques may relate to:

- organisational or industry standards
- principles of design
- use of fonts/typefaces
- grammatical correctness
- relationship of cultural material to display mechanism
- technicality of language
- balance of text and pictorial content
- ensuring access to information
- creative interpretation techniques
- use of colour
- use of conventions for information such as dates, names etc.
- use of juxtaposition
- label hierarchies
- choice of materials for label production and supports

RANGE STATEMENT

Materials and equipment may include:

- pens/markers
- paint
- fabric
- flags
- signs
- boards
- perspex
- paint brushes
- printed materials
- 3 dimensional materials
- freestanding display cases/stands
- screens
- plinths
- furniture
- scissors /knives
- adhesives
- velcro
- pins
- string
- audio-visual systems, videos, sound systems
- computers
- rulers/tape measures
- tools

Creative use of available materials and supplies may involve:

- experimenting with colour, shape or texture
- testing different approaches
- placing items in a range of different ways
- using sound or light differently

Unit Sector(s)

Not applicable.

Competency field

Competency field Exhibition Development and Management