



Australian Government

Department of Education, Employment and Workplace Relations

CULMS506C Plan and develop activities, events and programs

Revision Number: 1

CULMS506C Plan and develop activities, events and programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and develop activities, events or programs for different customer groups.

This unit is equivalent to unit THTPPD05B Plan and develop interpretive activities, in the THT02 Tourism Training Package.

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 across a broad range of industry contexts and focuses on the short-term planning of any type of public activity, program or event. Depending on the context, this role may be undertaken by senior experienced operational staff or managers

The unit does not reflect the role of a specialist event manager. Those skills are covered in event management units in the THT02 Tourism Training Package.

Skills for the actual delivery of activities, events or programs are covered in CULMS406C Deliver information, activities and events.

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 Establish need and scope of activities, events or programs

- 1.1 Identify and develop ***activities, events or 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 activities, events or programs based on customer needs, current development initiatives and wider community needs

ELEMENT	PERFORMANCE CRITERIA
	1.5 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate stakeholders
2 Develop concepts for activities, events or programs	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 <i>other specialists</i> as required 2.4 Ensure the activity, event or program is physically and technically feasible within existing resource constraints 2.5 Present a <i>proposal</i> for approval to relevant personnel in accordance with the organisation's policies and procedures
3 Plan resource requirements	3.1 Specify and obtain the <i>resources required</i> 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 required 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

ELEMENT	PERFORMANCE CRITERIA
	procedures
4 Develop support materials	4.1 Identify existing information support materials and assess their suitability to the activity, event or program and audience 4.2 Develop information support materials to suit the purpose of the activity, event or program and the requirements of users 4.3 Ensure information support materials contain valid and reliable information and appropriate interpretations 4.4 Develop information support materials within resource and time constraints and ensure accessibility
5 Evaluate activity, event or program	5.1 Obtain formal and informal feedback from customers/users 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

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- planning and organisational skills to undertake the total planning process for an activity or event (note: not a major event requiring specialist event management skills)
- communication skills to undertake consultations and liaison on a wide range of potentially complex operational issues
- literacy skills to interpret and develop varied and complex support materials
- numeracy skills to estimate costs and to work with budgets.

Required knowledge

- 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.

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:

- research, development and evaluation of an activity, event or program to meet a particular need
- detailed knowledge of subject matter and ability to apply that knowledge to the development process.

Context of and specific resources for assessment

Assessment must ensure:

- assessment conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity
- integration of realistic workplace constraints for the development process e.g. budget, space limitations, other resource constraints
- access to relevant organisational documentation
- access to equipment and resources relevant to the activity, program or event.

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
- 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.

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

- THTFTG14A Prepare specialised interpretive

EVIDENCE GUIDE

- content (cultural and heritage environments)
- CULMS004B Integrate knowledge of education and learning into museum activities
- other exhibition 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.

Activities, events or programs may include:

- guided tours
- exhibitions
- special occasions and festivals
- holiday or weekend activities
- performances e.g. 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

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

RANGE STATEMENT

Proposal may include:

- 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

Resources required may include:

- natural resources
- lighting
- audiovisual equipment and recordings
- handouts
- costumes
- props
- contractors e.g. 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

RANGE STATEMENT

- Customers/users** may be:
- local community
 - tourists
 - educational groups
 - special interest groups

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Programs