



Australian Government

Department of Education, Employment and Workplace Relations

CULEVP504A Develop exhibition concepts

Release: 1

CULEVP504A Develop exhibition concepts

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>CUL11 Library, Information and Cultural Services Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to explore potential themes and storylines to inform the overall development of exhibition concepts.

Application of the Unit

This unit applies to individuals who explore and develop concepts and ideas for a cultural exhibition.

The unit is relevant to generalists in small museums and galleries, and to individual creative practitioners who may develop exhibition concepts for their own work.

Work is undertaken autonomously, but in consultation and collaboration with others.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Establish purpose and objectives of exhibitions	1.1 Research <i>characteristics</i> of potential audiences for exhibitions 1.2 Confirm <i>purpose, scope and objectives</i> of <i>exhibitions</i> in consultation with <i>stakeholders</i> 1.3 Develop broad parameters for content, based on objectives, audience needs, community feedback, and <i>collection and organisational parameters</i>
2. Research exhibition concepts	2.1 Research historical, cultural and other influences that impact on concept development 2.2 Undertake <i>critical analysis</i> of <i>sources and references</i> to inform concept development 2.3 Identify and source appropriate specialists for assistance 2.4 Explore and adapt relevant ideas from other practitioners or exhibitions with consideration of intellectual property, moral rights and copyright
3. Develop and propose concepts	3.1 Use information collected to develop and expand ideas and concepts 3.2 Test own ideas and approaches against purpose and objectives of exhibitions, as well as ideas from colleagues 3.3 Prepare concept proposals in <i>appropriate format</i> 3.4 Gain required approvals

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - articulate complex ideas to others
 - liaise and consult with others on complex ideas and concepts
- creative thinking skills to:
 - assess outcomes of research in relation to purpose, scope and objectives of exhibitions
 - develop, explore, test and challenge ideas
- initiative and enterprise skills to:
 - develop exhibition concepts that highlight features of collections to be displayed
 - factor staging requirements into the process of developing exhibition concepts
- literacy skills to:
 - analyse a broad range of information
 - prepare concept proposals
- numeracy skills to:
 - manage costs
 - work within budgets
- research skills to identify and interrogate a range of information sources
- self-management skills to:
 - follow workplace procedures
 - prioritise work tasks and meet deadlines
- technical skills to incorporate technology into exhibitions.

Required knowledge

- sources of information and research data relevant to collections
- processes for drawing links between collections, research data and audience needs
- roles of personnel involved in the exhibition development process and how these interrelate
- current trends in exhibition development
- concepts of themes, sub-themes, storylines and interpretation within exhibition development
- copyright, moral rights and intellectual property legislation and issues that impact on exhibition concept development
- cultural protocols relevant to exhibition concept development, including those for the exhibition of Aboriginal or Torres Strait Islander material
- collection and interpretive techniques.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • apply sound research and analytical skills to inform the development of exhibition concepts • develop creative exhibition concepts that achieve the given purpose, scope and objectives.
Context of and specific resources for assessment	Assessment must ensure access to: • a collection around which an exhibition concept can be developed • relevant research materials and information sources.
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 • evaluation of exhibition concepts generated by the candidate to develop storylines and concepts for particular collections or audiences • verbal or written questioning to assess candidate knowledge of exhibition concepts • evaluation of a concept proposal based on a case study. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP501A Coordinate the installation and dismantling of exhibitions.

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.

Characteristics may relate to:	• age • cultural diversity • cultural preferences • disability access • educational level • existing knowledge of subject • expectations • familiarity with collections • gender • needs • special interests.
Purpose, scope and objectives may relate to:	• audience development • community involvement • cooperative approaches • debate • education • entertainment • financial targets • representation, including: • donor • period • style • use.
Exhibitions may be:	• corporate events • festivals • galleries • libraries • museums • online • other visitor attractions • permanent or temporary • theme parks • travelling • virtual.

Stakeholders may include:	• artists • boards of management • colleagues • conservators • cultural groups • curators • customers and visitors • designers • education officers • exhibition construction specialists • local authorities • local community members • management • organising committees • people to be represented in exhibitions • performers • technical or subject specialists.
Collection and organisational parameters may relate to:	• budgetary or other resource limitations • current exhibition policies • established themes and sub-themes • potential for accessing additional items.
Critical analysis may involve:	• considering how ideas may be adapted and challenged • drawing links between references and potential concepts • evaluating work of others • making judgements about relevance of information and ideas.
Sources and references may include:	• archives • collages • diaries • digital images • film • internet • journals • letters • models • newspapers • objects and object files • oral histories and traditions • other exhibitions and collections • paintings and illustrations • photographs • private collectors

	• reference books • sketches • technical drawings • texts • video • writings of the period.
<i>Appropriate format</i> may include:	• display of exhibits • drawings • electronic presentations • graphic formats • models • paintings • performance and installation • photographs • plans • printed formats, such as: • signs • labels • reports • storyboards • verbal descriptions • video.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs