



Australian Government

Department of Education, Employment and Workplace Relations

CULMS010A Contribute to the preservation of cultural material

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to contribute to the preservation of cultural material through a sound knowledge of conservation principles, practices and ethics and the application of basic preservation activities.

The content of this unit relates to work that has a significant impact on Australia's cultural heritage, and care must be taken to ensure appropriate implementation of the unit.

Any individual or organisation planning to undertake training and/or assessment of this unit must therefore consult with an appropriately qualified conservator or conservation organisation. The Australian Institute for the Conservation of Cultural Material is the recognised professional body in this area.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop preservation skills and knowledge	1.1 Seek and access opportunities to develop, update and maintain knowledge of preservation issues and concepts 1.2 Integrate knowledge into work activities within scope of individual responsibility
2 Undertake basic preservation activities	2.1 Undertake basic preservation activities within scope of responsibility as agreed with a conservator and in accordance with organisational plans and policies 2.2 Correctly apply techniques in a manner which maintains the integrity of the item 2.3 Record data generated in the course of activities clearly and accurately in the appropriate format 2.4 Follow health, safety and environmental requirements at all times 2.5 Ensure that ethical and cultural protocols are adhered to at all times

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the assessment guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- sound general knowledge of preservation techniques relevant to the collection/industry sector

- understanding of conservation ethics and cultural protocols, including limitations on the scope of work to be undertaken

- ability to use techniques competently and safely under the supervision of a conservator

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills in working on one or more items under the guidance of a conservator

Relationships to other units

It is strongly recommended that this unit be assessed with or after the following unit:

- CULMS009A - Implement preventive conservation activities

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- assessment of cultural material on which the candidate has worked

- direct observation of the candidate using techniques

- case studies to assess ability to develop approaches for different preservation needs

- oral or written questioning to assess knowledge of different techniques and procedures

- review of portfolios of evidence and third party workplace reports of on-the-job

performance by the candidate

Assessment methods should closely reflect workplace demands and the needs of particular groups [e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- distinction between preservation, conservation and restoration

- basic preservation principles and methods

- principles and methods for handling cultural material

- available sources of appropriate expert advice

- AICCM Code of Ethics and Code of Practice

- copyright, moral rights and intellectual property legislation and issues that impact on conservation

- cultural protocols that impact on conservation of cultural material, including those for Aboriginal or Torres Strait Islander material

- the role of a conservator and of a person working under the guidance of a conservator, including the scope of work undertaken by each and rationale for this

- requirements for safe work and manual handling

- formats and features of conservation plans, object condition reports

literacy skills sufficient to interpret conservation plans, research conservation information, document and report on condition of cultural material

Specific resource requirements

Assessment of this unit requires access to:

- relevant policies and procedures manuals

- cultural material

- equipment, materials and tools used in basic preservation activities

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (2)

- Reporting on collection condition to the conservator

How can information be collected, analysed and organised? - (2)

- Analysing condition of collection

How are activities planned and organised? - (2)

- Planning the order and approach to a given conservation activity

How can team work be applied? - (2)

- Working as part of a team on a large project

How can the use of mathematical ideas and techniques be applied? - (2)

- Assessing costs of conservation

How can problem solving skills be applied? - (2)

- Assessing different ways of addressing deterioration

How can the use of technology be applied? - (1)

- Using analytical tools to assess materials

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- understanding of conservation ethics and cultural protocols, including limitations on the scope of work to be undertaken

- ability to use techniques competently and safely under the supervision of a conservator

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills in working on one or more items under the guidance of a conservator

Relationships to other units

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Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- assessment of cultural material on which the candidate has worked
- direct observation of the candidate using techniques
- case studies to assess ability to develop approaches for different preservation needs
- oral or written questioning to assess knowledge of different techniques and procedures
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Assessment methods should closely reflect workplace demands and the needs of particular groups [e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

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- formats and features of conservation plans, object condition reports
- literacy skills sufficient to interpret conservation plans, research conservation information, document and report on condition of cultural material

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How can communication of ideas and information be applied? - (2)

Reporting on collection condition to the conservator

How can information be collected, analysed and organised? - (2)

Analysing condition of collection

How are activities planned and organised? - (2)

Planning the order and approach to a given conservation activity

How can team work be applied? - (2)

Working as part of a team on a large project

How can the use of mathematical ideas and techniques be applied? - (2)

Assessing costs of conservation

How can problem solving skills be applied? - (2)

Assessing different ways of addressing deterioration

How can the use of technology be applied? - (1)

Using analytical tools to assess materials

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Preservation is defined as 'the protection of cultural property through activities that minimise chemical and physical deterioration and damage and that prevent loss of information'. The primary goal of preservation is to prolong the existence of cultural material.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'. Examples include:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- flora and fauna
- film/audiovisual material
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Opportunities to develop, update and maintain knowledge of preservation issues and concepts may include:

- research
- attendance at seminars, workshops
- membership of professional organisations
- using conservator as a mentor
- reading current journals, newsletters and electronic discussion lists

Basic preservation activities will vary depending on the type of cultural material, but may include:

- surface cleaning
- designing /making storage enclosures and display supports
- attaching backboards to paintings
- creating hanging systems for paintings
- mounting and framing

Activities must be undertaken in accordance with advice from a specialist conservator to avoid potential damage to cultural material.

Organisational plans and policies vary in structure and name, but may include:

- preservation plans
- conservation plans
- collection management policies
- disaster preparedness policies

Cultural protocols may relate to:

- who can handle the cultural material
- where an item may be handled

- when an item may be handled
- consultation on potential treatments
- storage requirements
- appearance of the item
- relationship between item and other material in the collection
- methods and approaches to display

Health, safety and environmental requirements may relate to:

- use of chemicals or other toxic substances
- storage of chemicals
- provision and use of safety equipment
- safe manual handling
- safe use of tools and equipment
- reporting of OH&S issues, including events and near misses
- impact on other parts of the collection
- toxic and hazardous materials in a collection
- condition/stability of item (dirt, mould, dust and pesticides)

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Unit Sector(s)

Not applicable.