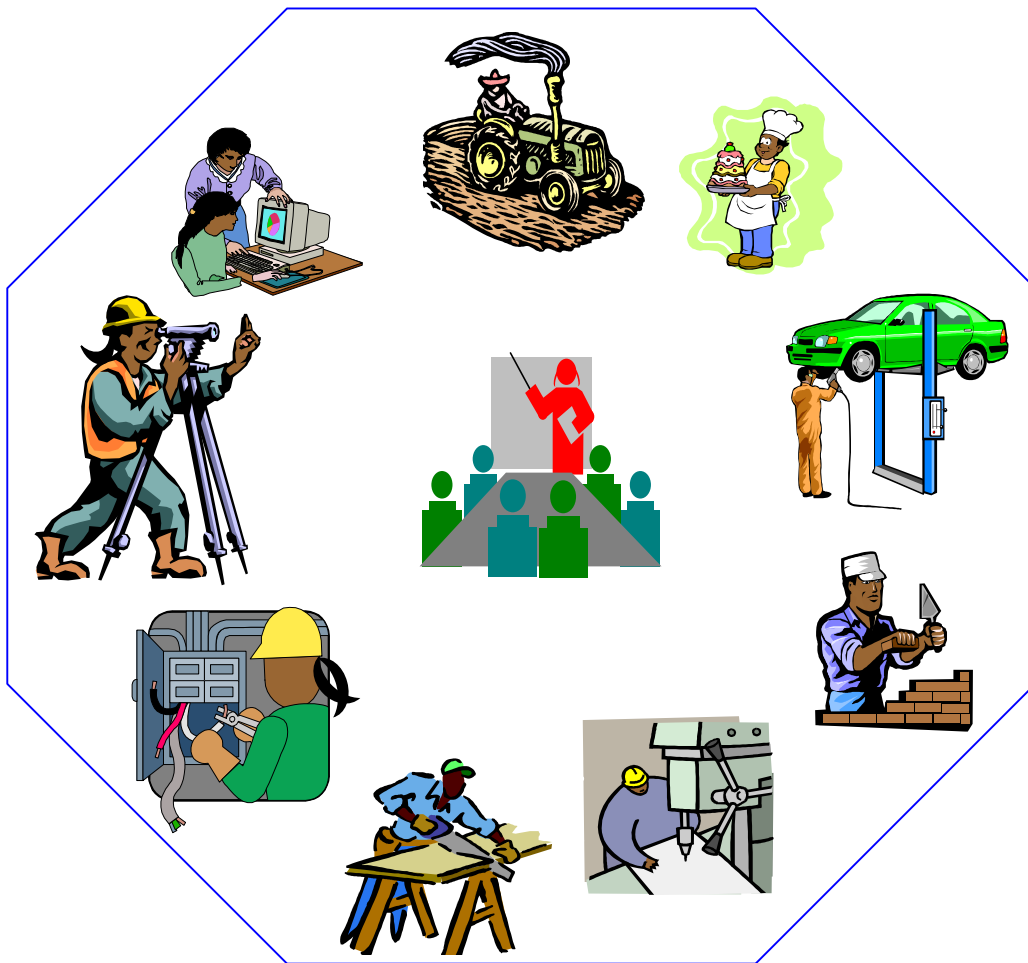


Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



MUSEUM SERVICE

NTQF Level II, III, IV and V



*Ministry of Education
September 2012*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standards (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title and NTQF level
- Unit title
- Unit code
- Unit descriptor
- Element and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

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UNIT OF COMPETENCE STANDARD CHART

Occupational Standard: Museum Service		
Occupational Code: CUL MUS		
NTQF Level II		
CUL MUS2 01 0212 Develop and Apply Knowledge of the Museum Industry	CUL MUS2 02 0212 Follow Health, Safety and Security Procedures	CUL MUS2 03 0212 Work in a Socially Diverse Environment
CUL MUS2 04 0212 Develop and Update Local Knowledge	CUL MUS2 05 0212 Observe and Report Basic Conditions of Collection	CUL MUS2 06 0212 Provide Visitors with Venue Information and Assistance
CUL MUS2 07 0212 Assist with the Presentation of Public Activities and Events	CUL MUS2 08 0212 Process Information Resource Orders	CUL MUS2 09 0212 Provide Quality Service to Customers
CUL MUS2 10 0212 Work within Team Environment	CUL MUS2 11 0212 Participate in Work Place Communication	CUL MUS2 12 0212 Develop Business Practices
CUL MUS2 13 1012 Apply Continuous Improvement Processes (Kaizen)		

NTQF Level III**CST MUS3 01 0912**

Develop and Maintain the General Knowledge Required by Guides

CST MUS3 02 0912

Plan and Develop Activities, Events and Programs

CST MUS3 03 0912

Prepare Display Accommodation for Cultural Material

CST MUS3 04 0912

Prepare and Present Tour Commentaries or Activities

CST MUS3 05 0912

Provide a Site Briefing or Scripted Commentary

CST MUS3 06 0912

Develop and Implement Procedures for the Movement and Storage of Cultural Material

CST MUPS3 07 0912

Move/Store Cultural Material

CST MUS3 08 0912

Research, Describe and Document Cultural Material

CST MUS3 09 0912

Lend/Borrow Cultural Material

CST MUS3 10 0912

Develop and Maintain Community/Stakeholder Relationships

CST MUS3 11 0912

Record and Maintain Collection Information

CST MUPS3 12 0912

Monitor Implementation of Work plan /Activities

CST MUS3 13 0912

Apply quality control

CST MUS3 14 0912

Lead Workplace Communication

CST MUS3 15 0912

Lead Small Teams

CST MUS3 16 0912

Improve Business Practices

CST MUS3 17 1012

Maintain Quality System and Continuous Improvement Processes (Kaizen)

NTQF Level IV

[CST MUS4 01 0912](#)

Work with Arts Professionals in an Arts organization

[CST MUS4 02 0912](#)

Organize Workplace Information

[CST MUS4 03 0912](#)

Design and Develop Interpretive Displays

[CST MUS4 04 0912](#)

Conceive, Develop and Realize Exhibition Designs

[CST MUS4 05 0912](#)

Install and Dismantle Exhibition Elements

[CST MUS4 06 0912](#)

Acquire/ Dispose of Cultural Material

[CST MUS4 07 0912](#)

Implement Preventive Conservation Activities

[CST MUS4 08 0912](#)

Research and Generate Ideas for Exhibition Concepts

[CST MUS4 09 0912](#)

Research and Critique Cultural Work(S)

[CST MUS4 10 0912](#)

Develop and Manage Public Relations Strategies

[CST MUS4 11 0912](#)

Produce Computer-Aided Drawings

[CST MUS4 12 0912](#)

Develop a Disaster Preparedness Plan

[CST MUS4 13 0912](#)

Undertake Marketing Activities

[CST MUS4 14 0912](#)

Manage Physical Assets

[CST MUS4 15 0912](#)

Plan and Organize Work/Activities

[CST MUS4 16 0912](#)

Migrate to New Technology

[CST MUS4 17 0912](#)

Establish Quality Standards

[CST MUS4 18 0912](#)

Develop Individuals and Teams

[CST MUS4 19 0912](#)

Utilize Specialized Communication

[CST MUS4 20 0912](#)

Manage Medium/Small Business Enterprises

[CST MUS4 21 1012](#)

Manage Continuous Improvement System

NTQF Level V		
<p><u>CST MUS5 01 0912</u> Establish and Maintain a Safe and Secure Workplace</p>	<p><u>CST MUS5 02 0912</u> Develop Concepts for Arts Organizations or Projects</p>	<p><u>CST MUS5 03 0912</u> Integrate Knowledge of Creative and Technical Production into Management Processes</p>
<p><u>CST MUS5 04 0912</u> Develop and Update Event Industry Knowledge</p>	<p><u>CST MUS5 05 0912</u> Develop an Event Concept</p>	<p><u>CST MUS5 06 0912</u> Plan Event Touring</p>
<p><u>CST MUS5 07 0912</u> Select Event Venues and Sites</p>	<p><u>CST MUS5 08 0912</u> Plan and Develop Event Proposals and Bids</p>	<p><u>CST MUS5 09 0912</u> Provide Onsite Event Management Services</p>
<p><u>CST MUS5 10 0912</u> Manage Spectators at an Event or Program</p>	<p><u>CST MUS5 11 0912</u> Coordinate Guest and Delegate Registrations at Venue</p>	<p><u>CST MUS5 12 0912</u> Organize in-House Functions</p>

<p><u>CST MUS5 13 0912</u> Develop and Update Knowledge of Protocol</p>	<p><u>CST MUS5 14 0912</u> Manage Collection Maintenance and Preservation Procedures</p>	<p><u>CST MUS5 15 0912</u> Develop and Manage a Budget</p>
<p><u>CST MUS5 16 0912</u> Manage Effective Workplace Relationships</p>	<p><u>CST MUS5 17 0912</u> Organize and Monitor Exhibition Installation/ Dismantling</p>	<p><u>CST MUS5 18 0912</u> Manage Risk</p>
<p><u>CST MUS5 19 0912</u> Manage Project Quality</p>	<p><u>CST MUS5 20 0912</u> Facilitate and Capitalize on Change and Innovation</p>	<p><u>CST MUS5 21 0912</u> Establish and Conduct Business Relationships</p>
<p><u>CST MUS5 22 1012</u> Develop and Refine Systems for Continuous Improvement in Operations</p>		

NTQF Level II

Occupational Standard: Museum Service Level II	
Unit Title	Develop and Apply Knowledge of the Museum Industry
Unit Code	CUL MUS2 01 0212
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and apply a basic knowledge of the museum Industry. As such, the unit underpins performance across all areas of Museum practice.

Element	Performance Criteria
1. Source and apply industry information	1.1 Identify and use relevant sources to acquire <i>basic information about the museums industry</i> 1.2 Use industry knowledge appropriately to enhance the quality of work outcomes
2. Source and apply information on industry employment obligations and opportunities	2.1 Identify and use relevant sources to acquire information about <i>employment obligations and opportunities</i> in the museums industry 2.2 Use knowledge of industry employment obligations and opportunities appropriately within day-to-day work activities
3. Seek opportunities to update industry knowledge	3.1 Identify and use a range of <i>information sources and opportunities to update knowledge</i> of the museum industry 3.2 Monitor <i>current key issues affecting the industry</i> , using appropriate industry channels 3.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities

Variable	Range
Basic information about the museums industry	should include: <ul style="list-style-type: none"> role, function and history of museums in the community, including different structures and philosophies key contacts and industry networks relationship of museums industry to other industries and other cultural agencies products and services typically provided by museums legislation that impacts on the industry concept of sustainable museum practice
The role, function and history of	may relate to: <ul style="list-style-type: none"> acquisition

museums	<ul style="list-style-type: none"> • conservation • research • communication • education • operating structure
The history of museums	<p>may relate to:</p> <ul style="list-style-type: none"> • early development both in Ethiopia and overseas • current trends and developments • changing roles within the community • operating structures • changing concepts/philosophies of museums
Information sources and opportunities to update knowledge	<p>may include:</p> <ul style="list-style-type: none"> • industry associations and organizations • industry journals • media • Internet • reference manuals • events e.g. conferences, seminars, trade fairs • training programs • community activities • activities staged by other institutions • social events • unions and employer bodies • professional associations
Employment obligations and opportunities in the museums industry	<p>may relate to:</p> <ul style="list-style-type: none"> • career opportunities • basic rights and responsibilities of the employer and employee • employment conditions • award provisions • enterprise bargaining agreements • job descriptions • codes of conduct • codes of ethics
Other industries with which the museum industry has a relationship	<p>may include:</p> <ul style="list-style-type: none"> • visual arts • tourism • hospitality • retail • community recreation • library/information services • education

	<ul style="list-style-type: none"> • information technology
Current issues affecting the industry	<p>may relate to:</p> <ul style="list-style-type: none"> • government initiatives • funding policies • changing nature of the visitor/community • trends in museum practice • cultural protocols

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • general knowledge of the museum industry and ways to maintain currency of knowledge • understanding of the ways in which industry knowledge can be applied to work activities to enhance work outcomes • sourcing and application of industry information to specific contexts and work activities
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • sources of information on the museum industry • industry operating structures • nature and role of museums (historical and contemporary) • historical and philosophical development of museums and their role within the community (both large and small museums) • concept of sustainable museum practice (environmental, economic and social) • key work areas within museums • relationships between museums, other cultural agencies and other industries • nature, role and functions of relevant unions and employer bodies • overview of legislation that impacts on the industry, including cultural heritage, privacy, child protection, copyright • major industry organizations and professional associations • Employee and employer obligations.
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • research skills to source information on general industry issues within a defined range • Literacy skills to interpret a wide variety of information sources.
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of	<p>A range of assessment methods should be used to assess</p>

Assessment	<p>practical skills and knowledge.</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of candidate's response to different scenarios to assess ability to apply knowledge to different industry contexts and situations • oral or written questioning to assess knowledge of different aspects of the museum industry
Context of Assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to sources of industry information

Occupational Standard: Museum Service Level II	
Unit Title	Follow Health, Safety and Security Procedures
Unit Code	CUL MUS2 02 0212
Unit Descriptor	<p>This unit covers the skills and knowledge required to implement occupational health and safety policies and practices in the workplace where an established OHS framework already exists. It covers a range of industry contexts involving a variety of different conditions and hazards.</p> <p>Employees with supervisory responsibility apply the skills and knowledge outlined in this unit, e.g. team leaders, production coordinators, forepersons or supervisors. Issues surrounding workplace health and safety vary and training must be tailored to meet the needs of specific work areas.</p>

Element	Performance Criteria
1. Provide information on health and safety	<p>1.1. Provide relevant information to the work group about occupational health and safety policies, procedures and programs</p> <p>1.2. Clearly explain OHS legislation and industry codes of practice to colleagues</p>
2. Coordinate participation in health and safety issues	<p>2.1. Implement and monitor organizational procedures for consultation over occupational health and safety issues to ensure that all members of the work group have the opportunity to contribute</p> <p>2.2. Deal with and resolve issues raised through consultation and resolve them promptly or refer them to the appropriate personnel for resolution in accordance with workplace procedures</p> <p>2.3. Make the outcomes of consultation over occupational health and safety issues known to the work group promptly</p>
3. Implement and monitor procedures for controlling hazards and risks	<p>3.1. Identify and report existing and potential hazards in the work area so that risk assessment and risk control procedures can be applied</p> <p>3.2. Implement work procedures to control risks and monitor adherence to them by the work group in accordance with workplace procedures</p> <p>3.3. Monitor existing risk control measures and report results regularly in accordance with workplace procedures</p> <p>3.4. Identify inadequacies in existing risk control measures in</p>

	accordance with the hierarchy of control and report to designated personnel
4. Implement and monitor health and safety training	4.1. Identify occupational health and safety training needs accurately based on regular workplace monitoring 4.2. Make timely arrangements for fulfilling identified occupational health and safety training needs in consultation with relevant parties
5. Maintain occupational health and safety records	5.1. Complete occupational health and safety records accurately and legibly in accordance with workplace and legislative requirements 5.2. Use data to provide reliable and timely input to the management of workplace health and safety

Variable	Range
Information	may cover the following areas: <ul style="list-style-type: none"> • assistance with work tasks • consultation with health and safety representatives and OHS committees • direct supervision where necessary, e.g. for inexperienced workers • hazards and risk management procedures • legislation and codes of practice, e.g. relating to hazards in the work area • the induction of new workers • the nature of work and tasks, procedures and the limits to worker authority
relevant OHS legislation, particularly:	<ul style="list-style-type: none"> • general duty of care under Federal State legislation and common law • health and safety representatives and/or occupational health and safety committees and issue resolution • provision of information and training • regulations and codes of practice relating to hazards present in the work area • requirements for the maintenance and confidentiality of records of occupational injury and disease • Federal State OHS Acts, regulations and codes of practice
Relevant workplace procedures	may be: <ul style="list-style-type: none"> • formally documented or communicated verbally • general to the management of the enterprise e.g.: <ul style="list-style-type: none"> ➤ job procedures and work instructions ➤ maintenance of plant and equipment

	<ul style="list-style-type: none"> ➤ purchasing of supplies and equipment • specific to OHS, e.g.: <ul style="list-style-type: none"> ➤ assessing risks ➤ consultation and participation ➤ controlling risks ➤ emergency response ➤ identifying hazards, e.g. inspections ➤ incident investigation ➤ issue resolution ➤ OHS record keeping ➤ OHS training ➤ providing OHS information ➤ reporting OHS issues
Identifying hazards	<p>may include activities associated with:</p> <ul style="list-style-type: none"> • audits • housekeeping • identifying employee concerns • job and work system assessment • maintenance of plant and equipment • OHS record keeping • purchasing of supplies and equipment • workplace inspections
Hazardous events	<p>may include:</p> <ul style="list-style-type: none"> • accidents • bomb scares • emergencies, e.g. chemical spills • fires and explosions
Controlling <i>risks</i>	<p>may include actions such as:</p> <ul style="list-style-type: none"> • application of the hierarchy of control, namely: <ul style="list-style-type: none"> ➤ administrative controls ➤ elimination of the risk ➤ engineering controls ➤ personal protective clothing and equipment • consultation with workers and their representatives • measures to remove the cause of a risk at its source
Procedures for dealing with these	<p>may include:</p> <ul style="list-style-type: none"> • accident/incident reporting and investigation • chemical containment • evacuation • First Aid procedures
OHS training	<p>may include:</p> <ul style="list-style-type: none"> • emergency and evacuation training

	<ul style="list-style-type: none"> • induction training • specific hazard training • specific task or equipment training • training as part of broader programs, e.g. equipment operation
Participative arrangements	<p>may include:</p> <ul style="list-style-type: none"> • formal and informal meetings • health and safety representatives • OHS committees • other committees, e.g. consultative, planning, purchasing
OHS records	<p>may include:</p> <ul style="list-style-type: none"> • electronic record keeping and communication systems • First Aid/medical post records • hazardous substances registers • health surveillance and workplace environmental monitoring records • maintenance and testing reports • manufacturer and supplier information, including material safety data sheets and dangerous goods storage lists • OHS audits and inspection reports • records of instruction and training • records of occupational injury and disease • workers compensation and rehabilitation records

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • knowledge and understanding of the laws and regulations relating to OHS in the workplace, including relevant industry safety guidelines (as detailed above) • ability to monitor health and safety within the context of an established system
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • general knowledge of relevant industry safety guidelines as they apply to particular areas of work, • provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities • principles and practices of effective OHS management, such as: <ul style="list-style-type: none"> ➤ the hierarchy of control

	<ul style="list-style-type: none"> ➤ Element of an effective OHS management system ➤ participation and consultation over OHS ➤ incident investigation ➤ risk management approaches ➤ hazards which exist in the workplace and: ➤ the range of control measures available for these hazards ➤ considerations for choosing between different control measures, such as possible inadequacies with particular control measures
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • organizational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including procedures for: • communicating about OHS issues • consulting and allowing participation over OHS issues • identifying and reporting on hazards, e.g. through inspections • assessing risks • controlling risks • monitoring risk control measures • reporting budgetary and resource needs • responding to and dealing with hazardous events • OHS training • OHS record keeping and collection and use of incident data
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> • evaluation of reports prepared by the candidate detailing how OHS issues were addressed in a given project or work activity • evaluation of projects conducted by the candidate to address OHS issues in a given workplace • case studies and problem solving exercises to develop OHS responses to different workplace situations • Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. <p>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).</p>
Context of Assessment	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> • project or work activities conducted over a period of time so

	<p>that the implementation and monitoring aspects of the unit can be assessed</p> <ul style="list-style-type: none">• Involvement of and interaction with a team for which the candidate coordinates OHS issues.
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Occupational Standard: Museum Service Level II	
Unit Title	Work in a Socially Diverse Environment
Unit Code	CUL MUS2 03 0212
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to be culturally aware when serving customers and working with colleagues from diverse backgrounds. It requires the ability to communicate with people of different social and cultural backgrounds with respect and sensitivity and address cross-cultural misunderstandings.</p> <p>This unit covers a fundamental communication skill for those working within the service industries and applies to the full range of industry sectors and environments. All personnel at all levels would apply this skill, but it does describe a basic operational level of communication of minimal complexity.</p>

Element	Performance Criteria
1. Communicate with customers and colleagues from diverse backgrounds	<p>1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity.</p> <p>1.2 Take into consideration cultural differences in all verbal and non-verbal communication.</p> <p>1.3 Make attempts to overcome language barriers by communicating through the use of gestures, sign language, or simple words in working language or the other person's language.</p> <p>1.4 Obtain assistance from colleagues, reference books or outside organizations when required.</p>
2. Address cross-cultural misunderstandings	<p>2.1 Identify issues that may cause conflict or misunderstanding in the workplace.</p> <p>2.2 Address difficulties with appropriate people and seek assistance from team leaders or others where required.</p> <p>2.3 Consider possible cultural differences when difficulties or misunderstandings occur.</p> <p>2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.</p> <p>2.5 Refer problems and unresolved issues to the appropriate team leader or supervisor for follow-up.</p>

Variable	Range
Cultural differences	<p>may relate to:</p> <ul style="list-style-type: none"> • race

	<ul style="list-style-type: none"> • language • special needs • disabilities • family structure • gender • age
Attempts to overcome language barriers	<p>may include:</p> <ul style="list-style-type: none"> • meet, greet and farewell customers • give simple directions • give simple instructions • answer simple enquiries • prepare for, serve and assist customers • describe goods and services
Outside organizations	<p>may include:</p> <ul style="list-style-type: none"> • interpreter services • diplomatic services • local cultural organizations • appropriate government agencies • educational institutions • disability advocacy groups
Possible cultural differences and needs :	<p>may include:</p> <ul style="list-style-type: none"> • language spoken • forms of address • levels of formality or informality • varied cultural interpretation of non-verbal behavior • work ethics • personal grooming, including dress and hygiene habits • family and social obligations and status • observance of special religious, feasts or other celebratory days • customs, beliefs and values • product preferences

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • social and cultural understanding and sensitivity in responding to different types of customers and colleagues • ability to identify and respond to the cultural context of the workplace • ability to apply knowledge of different cultures and cultural characteristics appropriately when communicating with

	<p>colleagues and customers</p> <ul style="list-style-type: none"> • ability to communicate effectively with customers and colleagues from a broad range of backgrounds and on different operational activities that are relevant to the particular organization and job role
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • principles that underpin cultural awareness • overview of general characteristics and key aspects of the main social and cultural groups in Ethiopian society, including Indigenous and non-Indigenous people, sufficient to aid cross-cultural understanding • overview of general characteristics of various international tourist groups appropriate to sector and individual workplace to enable their identification • basic knowledge of types of disability and implications for the workplace • principles and basic knowledge of legislation as they apply to individual employees, and any associated workplace policies
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • literacy skills to read and understand any workplace and plain working language information documents produced by government information agencies • Basic communication skills to identify and attempt to resolve misunderstandings which may be due to cross-cultural issues.
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>A range of assessment methods should be used to assess the practical skills and knowledge required to communicate with culturally diverse customers and colleagues.</p> <ul style="list-style-type: none"> • observation of the candidate interacting with colleagues and customers from diverse cultural and social backgrounds • case studies or projects to consider particular conflict situations arising from diversity and to suggest appropriate means of resolving them • questions about cultural values and differences and effective communication and problem-solving techniques • written and oral questioning or interview to test knowledge of EEO and anti-discrimination legislative issues and workplace policies • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate

Context of Assessment	Assessment must ensure: <ul style="list-style-type: none">• ability to communicate with colleagues and customers in a culturally sensitive manner while undertaking operational activities within a commercially realistic environment• access to any plain working language information documents produced by government information agencies
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Occupational Standard: Museum Service Level II	
Unit Title	Develop and Update Local Knowledge
Unit Code	CUL MUS2 04 0212
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to develop and apply knowledge of cultural arts within Ethiopian context. This unit deals with complex and interrelated Element of Ethiopian culture which are the cultural and intellectual properties of specific communities.</p> <p>Ethiopian people working in all areas of arts practice apply the skills and knowledge described in this unit. The effectiveness of any Indigenous creative arts activity is enhanced if it reflects an understanding of the scope and nature of local Indigenous arts practice, its cultural and economic significance, as well as business issues such as marketing and distribution.</p>

Element	Performance Criteria
1. Seek information on Ethiopian cultural arts	1.1 Identify and access relevant sources of information on cultural arts practice within Ethiopian communities 1.2 Gather information on the cultural and economic significance of Ethiopian arts practice 1.3 Gather information in a culturally appropriate way 1.4 Conduct arts practice in a manner that takes account of relevant cultural protocols
2. Work with stakeholders	2.1 Identify individuals and networks used in the context of Ethiopian cultural arts, both internal and external to the community 2.2 Access networks to enhance the quality of own arts practice 2.3 Integrate cultural protocols into all stakeholder communication and business practices
3. Update and maintain knowledge of Ethiopian cultural arts	3.1 Identify and use relevant opportunities to update knowledge of Ethiopian cultural arts 3.2 Share updated knowledge with colleagues as required, and incorporate into day-to-day work activities

Variable	Range
Sources	may include: <ul style="list-style-type: none"> • community arts organizations • directories or other references

	<ul style="list-style-type: none"> • funding bodies • government agencies • local communities • Practicing artists.
Information	<p>may relate to:</p> <ul style="list-style-type: none"> • cultural heritage • cultural significance • cultural tourism • economic significance • marketing and distribution issues, including: • copyright issues associated with promoting work • cultural protocols to be observed • ethical issues • range of markets for artworks • typical distribution channels • scope and nature of arts practice within communities: • significance of cultural arts within a given community • types of work • Ways in which artworks are promoted and distributed.
Cultural and economic significance	<p>may relate to:</p> <ul style="list-style-type: none"> • link between the arts and other areas of economic activity, such as tourism • positive local community impacts • role of the arts within community development • Statistical data.
Protocols	<p>may relate to:</p> <ul style="list-style-type: none"> • access to information • culturally appropriate forms of promotion • intellectual property • sharing of information
Opportunities	<p>may include:</p> <ul style="list-style-type: none"> • informal sharing of information • multimedia • participation in community networks • review of references and other written materials • seminars • using electronic media, including: • internet • radio • Television.

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> gather information on the context and structure of cultural arts within Ethiopian communities relevant to specific community context access and use information in a culturally appropriate way apply knowledge to own Ethiopian arts practice
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> ways in which cultural arts practice operates within Ethiopian communities, including various community structures and approaches scope of the different types of cultural art practice found within Ethiopian communities cultural protocols within Ethiopian arts practice marketing and distribution mechanisms specific to Ethiopian artworks, including networks and relevant organizations traditional law, ways in which traditional economies operate and their link to contemporary cultural arts Intellectual property issues and legislation relevant to Ethiopian cultural arts.
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> communication skills to: <ul style="list-style-type: none"> share information with colleagues discuss issues associated with Ethiopian cultural arts with others initiative and enterprise skills to identify areas of own arts practice that could be enhanced by applying knowledge of Ethiopian cultural arts learning skills to keep up-to-date with information relevant to own arts practice organizing skills to collect and review information on Ethiopian culture Self-management skills to observe cultural protocols.
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> observation of candidate discussing issues with Elders and community members evaluation of a project undertaken by the candidate to research

	<p>arts practice in own community</p> <ul style="list-style-type: none"> • oral or written questioning to assess knowledge of cultural arts within Ethiopian context • review of portfolios of evidence • review of third-party reports from experienced practitioners <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, remote communities and those with interrupted schooling).</p>
Context of Assessment	<p>Assessment ensure:</p> <ul style="list-style-type: none"> • involvement of persons approved of by Elders of the relevant Ethiopian community • Access to information sources on cultural arts within Ethiopian communities.

Occupational Standard: Museum Service Level II	
Unit Title	Observe and Report Basic Conditions of Collection
Unit Code	CUL MUS2 05 0212
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to observe and monitor the condition of the collection, and to identify possible threats to objects in the collection.

Element	Performance Criteria
1. Monitor condition of the collection	<p>1.1 Check the position, appearance and <i>condition</i> of the <i>collection</i> at regular intervals using condition reports when available</p> <p>1.2 Identify changes, anomalies, damage or deterioration promptly and take action in accordance with organizational procedures and scope of individual responsibility</p> <p>1.3 Monitor environmental conditions at regular intervals and make adjustments in accordance with organizational procedures and scope of individual responsibility</p> <p>1.4 Promptly identify any visitor behavior which may threaten the collection and take action within scope of individual responsibility and in accordance with organizational procedures</p>
2. Report evidence of potential or actual collection damage	<p>2.1 Report evidence of common sources of damage orally or in writing to appropriate personnel in accordance with organizational practices and procedures</p> <p>2.2 Quickly identify and promptly report changes in circumstance which present a potential immediate risk to the collection</p>

Variable	Range
Condition of the collection	<p>may be affected by:</p> <ul style="list-style-type: none"> • display case and display support materials • light • temperature • relative humidity • pollution • pests • shock, vibration • influence of human activities • security considerations

	<ul style="list-style-type: none"> • deterioration of other collection material
A collection	<p>is defined very broadly and may relate to:</p> <ul style="list-style-type: none"> • cultural heritage • history • art • science • plants and animals • other aspects of the natural environment • materials with a cultural/spiritual significance • living styles • ceremony e.g. dance, music • any other heritage resource
Changes, anomalies, damage or deterioration	<p>may include:</p> <ul style="list-style-type: none"> • missing items/components • moved objects • physical damage • graffiti or other markings • surface loss or degradation • structural breakdown • discoloration • distortion • corrosion • chemical breakdown • mechanical breakdown • electronic breakdown • fading • cracking
Environmental conditions	<p>may relate to:</p> <ul style="list-style-type: none"> • relative humidity • temperature • light • pollution • access • cultural issues • pest infection • water ingress
Adjustments to environmental conditions	<p>may relate to:</p> <ul style="list-style-type: none"> • light e.g. blinds, curtains, filters, timers, dimmers • climate control (temperature adjustments, humidification/dehumidification, buffering material) • re-organization of the collection

	<ul style="list-style-type: none"> • additional security initiatives • altering methods of storage • revising/replacing display storage materials • pest management • housekeeping • building repair and maintenance
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • knowledge of environmental conditions needed for a collection and common causes of damage and deterioration (relevant to the work context) • Knowledge and application of correct procedures to address potential threats to an actual collection.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • roles and responsibilities of different people in caring for the collection, including limitations on individuals handling items • collection monitoring • typical environmental standards for maintaining condition of collection relevant to the work context • implications of poor environment and/or changes to environment on condition of collection • common types of damage and deterioration relevant to the work context • health, safety and security issues to be considered in monitoring the collection • procedures for dealing with suspicious visitor behaviors
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • organizational skills to undertake logical, thorough and timely checks of the collection • literacy skills to complete documentation or simple reports on collection condition.
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence assessment methods should be used to assess practical skills and knowledge through</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation prepared by the candidate

	<ul style="list-style-type: none"> • oral or written questioning to assess knowledge of common causes of damage or deterioration, safety and reporting procedures
Context of Assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a collection for monitoring • access to relevant policies and procedures manuals

Occupational Standard: Museum Service Level II	
Unit Title	Provide Visitors with Venue Information and Assistance
Unit Code	CUL MUS2 06 0212
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide visitors with information on the venue's facilities and Services.

Element	Performance Criteria
1. Access and update information	1.1 Source and access information on facilities and services available within the organization in accordance with organizational systems 1.2 Incorporate information into day-to-day contact with <i>visitors</i> to support the quality of service standards within the organization 1.3 Share information with colleagues to support the efficiency and quality of service 1.4 Identify and use opportunities to update and maintain facility and service knowledge
2. Provide information about services and facilities	2.1 Pro-actively identify information and assistance needs of different customers, including those visitors with specific needs 2.2 Provide accurate information and assistance in a clear, concise, courteous and culturally appropriate manner 2.3 Where appropriate, assist and/or instruct to visitors in the use of equipment and facilities or refer to appropriate colleagues 2.4 Where appropriate, refer enquiries to other areas of the organization or to external organizations 2.5 Promote internal products and services to visitors using appropriate customer service skills
3. Seek feedback on services	3.1 Pro-actively seek feedback and comment on services from visitors 3.2 Observe visitor behavior and interest to inform organizational evaluation processes 3.3 Follow appropriate procedures where formal evaluation mechanisms are in place 3.4 Provide information on visitor feedback to appropriate colleagues

Variable	Range
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Information on facilities and services	<p>may relate to:</p> <ul style="list-style-type: none"> • opening hours • access • pricing • ticket sales • cloaking • directions, location of facilities, • guided tours, audio tours, special activities • retail, food and beverage services • venue hire and functions • car parking
Opportunities to update and maintain facility and service knowledge	<p>may include reference to:</p> <ul style="list-style-type: none"> • staff notice boards • leaflets and brochures • team meetings • internal newsletters • discussions with colleagues
Information	<p>may be provided:</p> <ul style="list-style-type: none"> • face-to-face • by phone • by mail • electronically
Visitors	<p>may be individuals or groups and may include:</p> <ul style="list-style-type: none"> • those with a disability • those with special cultural needs • first-time visitors • parents with young children • unaccompanied children • aged people • school groups • VIPs
Feedback	<p>may be obtained through:</p> <ul style="list-style-type: none"> • informal contact/discussion with visitors • surveys • interviews • observation of visitor behavior

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • ability to access appropriate information on services and

	<p>facilities</p> <ul style="list-style-type: none"> • ability to communicate information and assist visitors in a friendly and culturally appropriate manner • Demonstration of skills on multiple occasions or in response to multiple requests to reflect breadth of knowledge and ability to respond to different situations.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • sources of information on the organization's services and facilities • typical information systems used within museum organization • organization's general services plus ancillary and temporary services e.g. parking, retail outlets, temporary exhibitions • facilities, services and procedures for those with specific needs • customer service standards within the organization • organizational procedures and practices relating to the provision of services and information • available sources of advice and referral • Safety and emergency procedures for visitors, colleagues and self
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to interact in a courteous and friendly way with customers • research skills to source information on a predictable range of customer requests • literacy skills to understand, interpret and orally communicate venue information and promotional material
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate providing information and assistance to visitors, including those with special needs • evaluation of responses prepared by the candidate to meet a range of different information needs • review of information manuals or notes kept by the candidate • Oral or written questioning to assess knowledge of Facilities and services.
Context of Assessment	<ul style="list-style-type: none"> • interaction with others to reflect the customer service and communication skills in this unit

	<ul style="list-style-type: none">• access to typical information storage systems
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Occupational Standard: Museum Service Level II	
Unit Title	Assist with the Presentation of Public Activities and Events
Unit Code	CUL MUS2 07 0212
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to complete a range of tasks associated with setting up and staging activities and events.</p> <p>This unit applies to individuals who provide basic assistance at any type of event and work under direct supervision.</p> <p>While this unit has particular application in the library, information and cultural sectors, it has relevance to events that take place across the spectrum of business and community activity.</p>

Element	Performance Criteria
1. Prepare for activities or events	1.1 Clarify and confirm with supervisor details of, and resources required for, activities and events 1.2 Confirm work plans and specific work requirements with supervisor 1.3 Organize required resources
2. Undertake on-site activities	2.1 Follow agreed work requirements in consultation with supervisor and work colleagues 2.2 Set up and maintain activities in agreement with work plan and requirements 2.3 Participate in the delivery of activities as required
3. Finalize on-site activities	3.1 Pack up and clean up materials and site following health, safety and security procedures 3.2 Identify problems promptly and resolve within scope of individual responsibility or refer to supervisor 3.3 Complete required documentation and submit to relevant personnel

Variable	Range
Details	may relate to: <ul style="list-style-type: none"> • location • responsibilities • roles • rosters • schedules • Timelines.

Resources	<ul style="list-style-type: none"> • may include: • audiovisual equipment and recordings • budget • caterers • catering supplies • consumables, such as: <ul style="list-style-type: none"> ➤ environmentally friendly bags ➤ pens ➤ stickers • furniture • giveaways • guest speakers • lighting • promotional or support materials, such as: <ul style="list-style-type: none"> ➤ activity sheets ➤ electronic presentations ➤ handouts ➤ posters • props • sample bags • security • space • staffing • transportation
Activities and events	<ul style="list-style-type: none"> • may include: • ceremonies • demonstrations • displays • excavations • exhibitions • festivals • field trips • guest speakers • guided tours • holiday or weekend activities • industry activities, such as: <ul style="list-style-type: none"> ➤ book week ➤ library week ➤ outreach • open days • orientation • performances, such as:

	<ul style="list-style-type: none"> ➤ craft demonstrations ➤ film ➤ music ➤ theatre ➤ workshops • programs that promote reading and literature, such as: <ul style="list-style-type: none"> ➤ adult literacy ➤ story time • school programs • special occasions • theme days • training sessions • visits by: <ul style="list-style-type: none"> ➤ artists ➤ authors ➤ curators ➤ performers
Specific work requirements	<p>may relate to:</p> <ul style="list-style-type: none"> • answering or making basic phone enquiries regarding activities and events • assisting with booking accommodation and travel arrangements for guest speakers • assisting with booking venues, rooms or taking bookings for attendance • assisting with bump-in and bump-out • assisting with catering • assisting with furniture and equipment set-up • assisting with set-up of displays • customer service tasks • developing or organizing the printing of promotional or support materials • greeting and directing attendees • venue preparation
Work colleagues	<p>may include:</p> <ul style="list-style-type: none"> • administrative staff • collection management staff • curators • directors • education officers • guides • marketing staff • peers

	<ul style="list-style-type: none"> • producers • security staff • supervisors • technical specialists, such as IT staff • visiting presenters
Documentation	<p>may include:</p> <ul style="list-style-type: none"> • activity sheets • attendance sheets • basic timeline for preparations for activity or event • checklists • electronic and hard copy correspondence advising of upcoming events • equipment lists • incident reports • list of required resources • posters or other materials publicizing activities and events • running sheets • simple written report summarizing preparations, plans and delivery of activities and events

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • assisting with the set-up, maintenance and clean-up of public activities and events • completing tasks safely and follow work instructions • resolving and refer problems as required
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • components of different types of public activities and events • emergency procedures relevant to the work context • procedures and practices for the set-up and operation of public activities and events • recommended safe work practices relevant to public activities and events • roles and responsibilities of different personnel in the set-up and operation of public activities and events • security requirements relevant to public activities and events

Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • communication skills to liaise with colleagues and supervisors on routine work issues • literacy skills to read and interpret work instructions • organizing skills to: <ul style="list-style-type: none"> ➢ plan work tasks in a logical sequence ➢ work efficiently • problem-solving skills to: <ul style="list-style-type: none"> ➢ identify and resolve simple problems relating to activities and events ➢ interpret work plans • self-management skills to: <ul style="list-style-type: none"> ➢ follow work plans and meet deadlines ➢ follow safety procedures ➢ teamwork skills to work with others in setting up and cleaning up after public activities and events
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • direct observation or verified evidence of the candidate • completing tasks during the set-up or operation of an activity or event • verbal or written questioning to assess knowledge of event components, typical procedures and safety issues. <p>Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with disabilities, remote library users, etc.).</p>
Context of Assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction with others involved in public activities or events to reflect the communication aspects of the unit • access to: <ul style="list-style-type: none"> ➢ a location in which events or activities take place ➢ an activity or event on which the candidate can work

Occupational Standard: Museum Service Level II	
Unit Title	Process Information Resource Orders
Unit Code	CUL MUS2 08 0212
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to process information resource orders

Element	Performance Criteria
1. Determine ordering requirements	1.1 Access details of required information resources within required timeframes and check information for completeness 1.2 Select suppliers in accordance with organizational guidelines 1.3 Check supplier performance to inform selection, and report any performance problems to appropriate colleagues
2. Order information resources	2.1 Accurately complete orders in required format to include all required information in accordance with organization procedures 2.2 Promptly deal with urgent orders and make appropriate arrangements to expedite receipt 2.3 Check progress of orders and take appropriate follow-up action 2.4 Refer problems with processing of orders to appropriate personnel as required 2.5 Maintain accurate records of ordered material in accordance with organization requirements
3. Receive information resources	3.1 Accept materials and complete checking processes against invoice and order details 3.2 Recommend invoice for payment or question with suppliers 3.3 Make appropriate claims to suppliers for missing, damaged or incorrect material in accordance with organizational procedures 3.4 Accurately record details of material received in accordance with organizational formats 3.5 Sort material ready for processing and cataloguing and make arrangements for priority material to be processed promptly 3.6 Undertake all processes carefully, make appropriate checks and keep all relevant records up-to-date

Variable	Range
Information resources may be:	<ul style="list-style-type: none"> • print • electronic • equipment, e.g. audio-visual hardware and items

Suppliers may include:	<ul style="list-style-type: none"> • local • interstate • international
Supplier performance may relate to issues of:	<ul style="list-style-type: none"> • cost • time efficiency • quality
Checking processes may include checking for:	<ul style="list-style-type: none"> • supply of correct materials, type and quantity • pagination • binding • missing sections • damaged goods
Information resources may be:	<ul style="list-style-type: none"> • print • electronic • equipment, e.g. audio-visual hardware and items

Evidence Guide	
Critical Aspects of Competence	Demonstrate knowledge and skills of: <ul style="list-style-type: none"> • demonstrated accuracy in the completion of ordering processes • knowledge of bibliographic and catalogue record components • processing of multiple orders for different types of resources • Presence of industry-realistic time constraints.
Underpinning Knowledge and Attitudes	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • procedures and systems for determining availability of resources • typical ordering processes and systems used by information services providers
Underpinning Skills	Demonstrate Skills of: <ul style="list-style-type: none"> • technology skills to use current industry ordering systems • literacy skills to interpret and complete order documentation • numeracy skills to interpret orders and invoices, and to calculate payments and complete order documentation
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence assessment methods should be used to assess: <ul style="list-style-type: none"> • practical skills and knowledge • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

	<ul style="list-style-type: none"> • review of accuracy and completeness of orders completed by the candidate • oral or written questioning to assess knowledge of cataloguing systems and procedures • use business technology • create and use databases
Context of Assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • use of current industry ordering systems and databases • access to relevant policies and procedures manuals • access to resource ordering systems

Occupational Standard: Museum Service Level II	
Unit Title	Provide Quality Service to Customers
Unit Code	CUL MUS2 09 0212
Unit Descriptor	This unit covers the interpersonal, communication and customer service skills required to establish rapport with customers. People working at all levels across a range of cultural industry sectors apply the skills and knowledge outlined in this unit. Customer contact is a key aspect of many job roles and people in these roles are responsible for understanding, clarifying and meeting customer needs and expectations, as well as creating a positive impression of the business or service they represent.

Element	Performance Criteria
1. Communicate with the customer	1.1. Conduct communication with customers and colleagues in a polite, professional and friendly manner 1.2. Use language and tone appropriate to a given situation in both written and spoken communication 1.3. Use appropriate non-verbal communication in all situations 1.4. Observe and take into consideration non-verbal communication of colleagues and customers 1.5. Show sensitivity to cultural and social differences when communicating with others 1.6. Use active listening and questioning to facilitate effective two-way communication 1.7. Identify potential and existing conflicts and seek solutions in conjunction with parties involved
2. Maintain personal presentation standards	2.1 Practice high standards of personal presentation in accordance with: enterprise requirements, work location, occupational health and safety issues, impacts on different types of customers, and specific requirements for particular work functions
3. Provide service to customers	3.1. Identify customer needs and expectations correctly, including those with special needs , and provide appropriate products, services or information 3.2. Meet all reasonable needs and requests of customers within organizational guidelines and timeframes 3.3. Identify and take all opportunities to enhance the quality of service
4. Respond to	4.1. Recognize customer dissatisfaction promptly and take

customer complaints	<p>action to resolve the situation according to individual level of responsibility and organizational procedures</p> <p>4.2. Handle customer complaints positively, sensitively and politely and in consultation with the customer</p> <p>4.3. Use appropriate techniques to avoid escalation of the complaint</p> <p>4.4. Refer escalated complaints to the appropriate person if resolution falls outside individual level of responsibility and organizational policy and procedures</p> <p>4.5. Maintain a positive and cooperative manner at all time</p>
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Variable	Range
Customers	<p>may include:</p> <ul style="list-style-type: none"> • event organizers • outside contractors • theatre/cinema/event patrons • those from a range of cultural customs/backgrounds • venue hirers • workmates/colleagues
Situations and contexts where customer service is provided	<p>may include:</p> <ul style="list-style-type: none"> • back-of-house • front-of-house • in an office • reception area
Oral communications tasks	<p>May include:</p> <ul style="list-style-type: none"> • asking questions to gain information, clarify ambiguities and adequately understand requirements • asking the right questions to elicit customer special needs • empathizing with the customer situation while upholding venue or hirer policy • negotiating outcomes where points of view differ • providing information accurately in plain appropriate language with sensitivity to the needs of people from a range of cultural and linguistic backgrounds and people with intellectual or physical disabilities • rephrasing and repeating questions, requests and statements to confirm they have been correctly understood • responding to instructions • speaking clearly to be understood and listening carefully to understand
Non-verbal	may include:

communication	<ul style="list-style-type: none"> • body language • culturally specific communication customs and practices • dress and accessories • gestures and mannerisms • use of space • voice tonality and volume
Personal presentation	<p>may include:</p> <ul style="list-style-type: none"> • dress • hair and grooming • hands and nails • jewellery • use of safety items • use of uniform
Customers with special needs	<p>may include:</p> <ul style="list-style-type: none"> • aged people • first-time patrons • groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children • VIPs
organizational guidelines	<p>may include:</p> <ul style="list-style-type: none"> • addressing the person by name • modes of greeting and fare welling • Time-lapse before a response.
Customers with special needs	<p>may require:</p> <ul style="list-style-type: none"> • hearing assistance • special seating • translation assistance • Wheelchair access.

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • understanding of communication and customer service and its importance in the context of the cultural industries • ability to communicate effectively with customers, including those with special needs, within the range of situations required

	<p>for the relevant job role</p> <ul style="list-style-type: none"> • ability to respond effectively to a range of different customer service situations
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • potential special needs of customers in a given industry context • importance of cultural awareness to customer service situations • ethics of professional behavior in a given industry context
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • effective communication techniques in relation to listening, questioning and non-verbal communication • needs and expectations of different types of customers • techniques for identifying and dealing with conflict situations and misunderstandings
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> • direct observation of the candidate carrying out work tasks involving dealing with customers • role plays about communication situations and dealing with conflicts and misunderstandings • oral or written questioning about effective communication and personal presentation • Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. <p>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)</p>
Context of Assessment	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> • practical demonstration of communication skills through interaction with others • project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role

Occupational Standard: Museum Service Level II	
Unit Title	Work in Team Environment
Unit Code	CUL MUS2 10 0212
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Element	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team is identified from available sources of information</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified</p> <p>2.2 Roles and responsibility of other team members are identified and recognized</p> <p>2.3 Reporting relationships within team and external to team are identified</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives</p> <p>3.2 Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and workplace context</p> <p>3.3 Observed protocols in reporting using standard operating procedures</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<ul style="list-style-type: none"> • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment

Sources of information	<ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical aspects of competence	Demonstrate knowledge and skills of: <ul style="list-style-type: none"> • Operating in a team to complete workplace activity • Working effectively with others • Conveying information in written or oral form • Selecting and used appropriate workplace language • Following designated work plan for the job • Reporting outcomes
Underpinning Knowledge and Attitude	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	Demonstrate Skills of: <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	The following resources must be provided: <ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment where assessment can take place • Materials relevant to the proposed activity or tasks
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> • Observation of the individual member in relation to the work activities of the group

	<ul style="list-style-type: none"> • Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal • Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
Context for Assessment	Competency may be assessed in workplace or in a simulated workplace setting

Occupational Standard: Museum Service Level II	
Unit Title	Participate In Workplace Communication
Unit Code	CUL MUS2 11 0212
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Element	Performance Criteria
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning , active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established protocols 2.4 Workplace interactions are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Basic mathematical processes are used for routine calculations 3.4 Errors in recording information on forms/ documents are identified and properly acted upon

	3.5 Reporting requirements to supervisor are completed according to organizational guidelines
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Variable	Range
Appropriate sources	<ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	<ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	<ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Forms	<ul style="list-style-type: none"> • Personnel forms, telephone message forms, safety reports
Workplace interactions	<ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Protocols	<ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions

Evidence Guide	
Critical Aspects of Competency	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • Prepared written communication following standard format of the organization • Accessed information using communication equipment • Made use of relevant terms as an aid to transfer information effectively • Conveyed information effectively adopting the formal or informal

	communication
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Basic mathematical processes of addition, subtraction, division and multiplication • Ability to relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	<ul style="list-style-type: none"> • Fax machine • Telephone • Writing materials • Internet
Methods of Assessment	<ul style="list-style-type: none"> • Direct Observation • Oral interview and written test
Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution

Occupational Standard: Museum Service Level II	
Unit Title	Develop Business Practice
Unit Code	CUL MUS2 12 0212
Unit Descriptor	This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced.

Element	Performance Criteria
1. Identify business opportunity	<p>1.1 Business opportunities are investigated and identified</p> <p>1.2 Feasibility study is undertaken to determine likely business viability</p> <p>1.3 Market research on product or service is undertaken</p> <p>1.4 Assistance with feasibility study of specialist and relevant parties is sought as required</p> <p>1.5 Impact of emerging or changing technology including e-commerce, on business operations are evaluated</p> <p>1.6 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available</p> <p>1.7 Business plan for operation is completed</p>
2. Identify personal business skills	<p>2.1 Financial and business skills available are identified and taken into account when business opportunities are researched</p> <p>2.2 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity</p> <p>2.3 Business risks are identified and assessed according to resources available and personal preferences</p>
3. Plan for establishment of business operation	<p>3.1 Business structure and operations are determined and documented</p> <p>3.2 Procedures to guide operations are developed and documented</p> <p>3.3 Financial backing for business operation is secured</p>

	<p>3.4 Business legal and regulatory requirements are identified and complied</p> <p>3.5 Human and physical resources required to commence business operation are determined</p> <p>3.6 Recruitment strategies are developed and implemented</p>
4. Implement establishment plan	<p>4.1 Marketing of business operation is undertaken</p> <p>4.2 Physical and human resources to implement business operation are obtained</p> <p>4.3 Operational unit to support and coordinate business operation is established</p> <p>4.4 Monitoring process for managing operation is developed and implemented</p> <p>4.5 Legal documents are carefully maintained and relevant records are kept and updated to ensure validity and accessibility</p> <p>4.6 Contractual procurement rights for goods and services including contracts with relevant people, negotiated and secured as required in accordance with the business plan</p> <p>4.7 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan</p>
5. Review implementation process	<p>5.1 Review process for implementation of business operation is developed and implemented</p> <p>5.2 Improvements in business operation and associated management process are identified</p> <p>5.3 Identified improvements are implemented and monitored for effectiveness</p>

Variable	Range
Business opportunities maybe influenced by:	<ul style="list-style-type: none"> • expected financial viability • skills of operator • amount and types of finance available • returns expected or required by owners • likely return on investment • finance required • lifestyle issues
Business viability	<ul style="list-style-type: none"> • opportunities available

may include:	<ul style="list-style-type: none"> • market competition • timing/ cyclical considerations • skills available • resources available • location and/ or premises available • risk related to a particular business opportunity, especially • in regard to Occupational Health and Safety and • environmental considerations
Specialist and relevant parties	<ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • accountants • lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Human and physical resources may include:	<ul style="list-style-type: none"> • software and hardware • office premises • communications equipment • specialist services through outsourcing, contracting and consultancy • staff • vehicles
Personal skills/attributes may include:	<ul style="list-style-type: none"> • technical and/ or specialist skills • business knowledge and skills • entrepreneurship • willingness to take risks
Business risks may be affected by and may include but are not restricted to:	<ul style="list-style-type: none"> • occupational health and safety and environmental considerations • relevant legislative requirements • security of investment • market competition • security of premises/ location • supply and demand • resources available
Resources may include:	<ul style="list-style-type: none"> • staff • money • time • equipment • space

Operational unit refers to:	<ul style="list-style-type: none"> • office location staffed with required personnel and equipped to service and support business • home-based site or other location such as leased or owned property
Legal documents may include:	<ul style="list-style-type: none"> • partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records • recordkeeping including personnel, financial, taxation, OHS and environmental
Contracts with relevant people may include:	<ul style="list-style-type: none"> • owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • that a business operation has been planned and implemented from initial research into feasibility of the business and completion of the plan, through to implementing the plan and commencing operations • the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Federal and regional government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity (EEO), industrial relations and anti-discrimination • Technical or specialist skills relevant to the business operation • Financing options • Business systems and operations • Relevant marketing, management, sales and financial concepts • Methods for researching business opportunities • Principles of risk management relevant to the business • Methods of identifying relevant specialist services to complement the business • Forms and administrative systems • Services available and charges

	<ul style="list-style-type: none"> • Planning and control systems (sales, • Advertising and promotion, distribution and logistics • Financial recording systems • Legal rights and responsibilities • Record keeping duties • Operational factors relating to the business (provision of professional services, products)
Underpinning Skills	<p>Demonstrate Skills of:</p> <ul style="list-style-type: none"> • Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Marketing skills • Business planning skills • Entrepreneurial skills • Problem-solving skills • OHS skills • Time management skills • Belief in services and products offered by the business • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research • Research skills to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace documentation, financial records, and equipment
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation/Demonstration with Oral questioning
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated work environment</p>

Occupational Standard: Museum Service Level II	
Unit Title	Apply Continuous Improvement Processes (Kaizen)
Unit Code	CUL MUS2 13 1012
Unit Descriptor	This unit of competence covers the exercise of good workplace practice and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality.

Elements	Performance Criteria
1. Satisfy quality system requirements in daily work	<p>1.1 Access information on quality system requirements for own job function</p> <p>1.2 Record and report quality control data in accordance with quality system</p> <p>1.3 Follow quality control procedures to ensure products, or data, are of a defined quality as an aid to acceptance or rejection</p> <p>1.4 Recognize and report non-conformances or problems</p> <p>1.5 Conduct work in accordance with sustainable energy work practices</p> <p>1.6 Promote sustainable energy principles and work practices to other workers</p>
2. Analyze opportunities for corrective and/or optimization action	<p>2.1 Compare current work practices, procedures and process or equipment performance with requirements and/or historical data or records</p> <p>2.2 Recognize variances that indicate abnormal or sub-optimal performance</p> <p>2.3 Collect and/or evaluate batch and/or historical records to determine possible causes for sub-optimal performance</p> <p>2.4 Use appropriate quality improvement techniques to rank the probabilities of possible causes</p>

3. Recommend corrective and/or optimization actions	3.1 Analyze causes to predict likely impacts of changes and decide on the appropriate actions
	3.2 Identify required changes to standards and procedures and training
	3.3 Report recommendations to designated personnel

4. Participate in the implementation of recommended actions	4.1 Implement approved actions and monitor performance following changes to evaluate results
	4.2 Implement changes to systems and procedures to eliminate possible causes
	4.3 Document outcomes of actions and communicate them to relevant personnel
5. Participate in the development of continuous improvement strategies	5.1 Review all relevant features of work practice to identify possible contributing factors leading to sub-optimal performance
	5.2 Identify options for removing or controlling the risk of sub-optimal performance
	5.3 Assess the adequacy of current controls, quality methods and systems
	5.4 Identify opportunities to continuously improve performance
	5.5 Develop recommendations for continual improvements of work practices, methods, procedures and equipment effectiveness
	5.6 Consult with appropriate personnel to refine recommendations before implementation of approved improvement strategies
	5.7 Document outcomes of strategies and communicate them to relevant personnel

Variable	Range
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Quality control procedures	<p>Quality control procedures may include:</p> <ul style="list-style-type: none"> • standards imposed by regulatory and licensing bodies • enterprise quality procedures • working to a customer brief or batch card and associated quality procedures • checklists to monitor job progress against agreed time, costs and quality standards • preparation of sampling plans • the use of hold points to evaluate conformance • the use of inspection and test plans to check compliance
Methods for statistical analysis	<p>Methods for statistical analysis may include:</p> <ul style="list-style-type: none"> • means • median • mode • ranges • standard deviations • statistical sampling procedures
Problem solving techniques	<p>Problem solving techniques may include:</p> <ul style="list-style-type: none"> • identifying inputs and outputs • sequencing a process • identifying and rectifying a problem step • root cause analysis • implementing preventative strategies
Quality improvement tools and techniques	<p>Quality improvement tools and techniques may include:</p> <ul style="list-style-type: none"> • run charts, control charts, histograms and scattergrams to present routine quality control data • plan, do, check, act (PDCA) • Ishikawa fishbone diagrams and cause and effect diagrams • logic tree • similarity/difference analysis • Pareto charts and analysis • force field/strength weakness opportunities threats (SWOT) analysis
Sustainable energy principles and work practices	<p>Sustainable energy principles and work practices may include:</p> <ul style="list-style-type: none"> • examining work practices that use excessive electricity • switching off equipment when not in use • regularly cleaning filters • insulating rooms and buildings to reduce energy use

	<ul style="list-style-type: none"> • recycling and reusing materials wherever practicable • minimizing process waste
Relevant personnel	<p>Communication to relevant personnel may involve:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Reporting	<p>Reporting may include:</p> <ul style="list-style-type: none"> • verbal responses • data entry into laboratory or enterprise database • brief written reports using enterprise proformas
Quality improvement opportunities	<p>Quality improvement opportunities could include improved:</p> <ul style="list-style-type: none"> • production processes • hygiene and sanitation procedures • reductions in waste and re-work • laboratory layout and work flow • safety procedures • communication with customers • methods for sampling, testing and recording data
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through regional or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the Ministry of Health

Evidence Guide

Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • use the enterprise's quality systems and business goals as a basis for decision making and action
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	<ul style="list-style-type: none"> • apply all relevant procedures and regulatory requirements to ensure the quality and integrity of the products/services or data provided • apply and promote sustainable energy principles and work practices • detect non-conforming products or services in the work area • follow enterprise procedures for documenting and reporting information about quality • contribute effectively within a team to recognize and recommend improvements in productivity and quality • apply effective problem solving strategies • implement and monitor improved practices and procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specifications for laboratory products and services in the candidate's work area • quality requirements associated with the individual's job function and/or work area • scientific and technical knowledge underpinning the processes, procedures, equipment and instrumentation associated with the candidate's work tasks and duties • workplace procedures associated with the candidate's regular technical duties • sustainable energy principles • relevant health, safety and environment requirements • layout of the enterprise, divisions and laboratory • organizational structure of the enterprise • lines of communication • role of laboratory services to the enterprise and customers • methods of making/recommending improvements • Standards, procedures and/or enterprise requirements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • applying problem solving techniques and strategies • applying statistical analysis and statistical sampling procedures • detecting non-conforming products or services in the work area • documenting and reporting information about quality

	<ul style="list-style-type: none"> • contributing effectively within a team to recognize and recommend improvements in productivity and quality • implementing and monitoring improved practices and procedures • organizing, prioritizing activities and items • reading and interpreting documents describing procedures • recording activities and results against templates and other prescribed formats • working with others
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies • enterprise quality manual and procedures • quality control data/records • customer complaints and rectifications
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • verified reports of improvements suggested and implemented by the candidate individually <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess essential knowledge and those aspects of competence which are difficult to assess directly.</p>

Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.
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NTQF Level III

Occupational Standard: Museum Service Level III	
Unit Title	Develop and Maintain the General Knowledge Required By Guides
Unit Code	<u>CST MUS3 01 0912</u>
Unit Descriptor	<p>This unit deals with the skills and knowledge required to research information on Ethiopian for presentation to customers. It includes the requirement for sound general knowledge of Ethiopia and the local region and highlights the need for ongoing research to update and expand the guide's knowledge. The more detailed and specialized skills and knowledge relating to cultural/heritage sites and natural environments are found in other units.</p> <p>The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these.</p>

Element	Performance Criteria
1. Research information on Ethiopian and the local region	<p>1.1 Identify subjects of potential customer interest based on direct contact with customers and consultation with industry colleagues.</p> <p>1.2 Identify correctly the key information sources frequently used by guides.</p> <p>1.3 Evaluate the credibility and reliability of information sources.</p> <p>1.4 Select and use informal and formal research techniques appropriately to access current, accurate and relevant information about Ethiopia and the local region.</p> <p>1.5 Obtain information in a culturally appropriate way.</p>
2. Prepare information for guiding activities	<p>2.1 Create and update accurate personal reference materials using a filing system that allows quick and efficient access</p> <p>2.2 Organize information to reflect the needs of customers and the way in which information may be presented during a guiding activity.</p> <p>2.3 Identify themes and messages from research to meet specific customer needs</p>
3. Update general knowledge of Ethiopian and the local	<p>3.1 Identify and use opportunities to maintain the currency of general knowledge about Ethiopia and the local region</p> <p>3.2 Incorporate updated knowledge into guiding activities regularly and in a culturally appropriate way.</p>

region	
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Variable	Range
Informal and formal research, opportunities to update knowledge or sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • talking and listening to local experts • talking and listening to traditional owners • personal on site observation/exploration • organizing information from own memory and experiences • watching TV, videos and films • listening to radio • reading newspapers, books and other references • Internet • industry association membership • attending seminars or conferences
Personal reference materials and filing systems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • card reference systems • computerized database of information • notes based around different themes or characters • notes for specific touring routes or locations • notes for specific customer interests • notes for particular types of customer group (e.g. from particular countries, special interests) chronologies of major events • storylines • customer profiles (e.g. interest profiles for particular age groups, nationalities)

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • knowledge of Ethiopia and the local region as specified in the Evidence Guide and to a level of depth and familiarity sufficient to: <ul style="list-style-type: none"> ➤ develop a coherent and interesting interpretation for customers ➤ answer the typical questions asked by customers on the given topic

	<ul style="list-style-type: none"> • ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities • demonstration of relevant knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment (e.g. at a tourist site, on a coach) • interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared • Communicating ideas and information • Collecting analyzing and organizing information • presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts
Underpinning Knowledge and Attitudes	<p>General knowledge of Ethiopia and the local region including:</p> <ul style="list-style-type: none"> • climate (weather patterns including any extreme conditions, impact of climate on lifestyle, stories associated with climate in a local area) • geography and geology (major land formations/landmarks/ natural attractions and their key features for both Ethiopia and the local region) • history (historical development of Ethiopia and the local region, major historical events and prominent individuals, key dates, overview of Ethiopian Indigenous history) • architecture (major styles and their proponents, key buildings and structures both in Ethiopia and the local area) • cultural Element (overview of indigenous cultures within Ethiopia, different cultures within Ethiopia and the local area, cultural activities, local customs) • art, theatre, music and literature (key Ethiopian performers, writers and artists, major works by Ethiopians, major cultural events) • religion (religious make-up of Ethiopia and the local area, religious practices) • natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, land management in Ethiopia including the role of National Parks) • flora and fauna (overview of native flora and fauna, their characteristics and key locations) • government and politics (general structure, political parties, major political figures, current political issues)

	<ul style="list-style-type: none"> • transport (main transport systems, usage of different forms of transport across Ethiopia, historical development of different forms of transport) • agriculture (Ethiopia's history as a primary producer, key products of Ethiopia, current issues) • science and technology (Ethiopia's contribution both past and present, prominent individuals, key discoveries) • sport (main Ethiopian sporting activities, Ethiopia's sporting record, local sporting focus, sporting facilities, sporting comparisons with other countries or areas) • economy (overview of current state of the economy, key features of the local economy and local industry) • trade (Ethiopia 's key exports and its main trading partner) • education (overview of school and higher education systems, comparisons of systems to those of other countries or States) • food (local dishes and produce) • wine (Ethiopian wine styles, major wine areas) • lifestyle (key features of the day-to-day living patterns of Ethiopians and local people, family and social customs) • shopping (key locations, local products) • tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners, medical facilities) • current events in Ethiopia and the local region
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • basic research skills • interpretation of the specific information needs of customer groups and specific customers • Literacy skills to source read and interpret complex general information on Ethiopia and regional or location-specific information. (history, economy and local industry) • Use of mathematical ideas and techniques • Solving of problems • Use of technology
Resources Implication	<p>the candidate has accessed and used:</p> <ul style="list-style-type: none"> • appropriate computers, • communication technology, • information programs and publications to facilitate the processes involved in conducting research of general and local knowledge
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct observation of the candidate using knowledge to deliver an interpretive commentary or activity

	<ul style="list-style-type: none"> • questioning of group members on their response to the candidate's breadth of knowledge and ability to delivery that knowledge in an interesting way • review of a research portfolio to assess the candidate's ability to research current and accurate information • oral and written questions to assess the way in which the research process has been used • oral or written questions to assess key knowledge of Ethiopia and the local area • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level III	
Unit Title	Plan and Develop Activities, Events and Programs
Unit Code	CST MUP3 02 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan and develop activities, events or programs for different customer groups.</p> <p>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.</p>

Element	Performance Criteria
1. Establish need and scope of activities, events or programs	<p>1.1 Identify and develop activities, events or programs which meet current/future organizational priorities and policies and which contribute to sustainable museum practice</p> <p>1.2 Assess program activities in the context of the whole institution, where no overall program strategy exists</p> <p>1.3 Evaluate external influences on program development</p> <p>1.4 Identify the need for the activities, events or programs based on customer needs, current development initiatives and wider community needs</p> <p>1.5 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate stakeholders</p>
2. Develop concepts for activities, events or programs	<p>2.1 Undertake appropriate research and develop appropriate storylines and/or interpretive messages/themes accordingly</p> <p>2.2 Integrate appropriate cultural and environmental protocols into concept development</p> <p>2.3 Identify and utilize the service of other specialists as required</p> <p>2.4 Ensure the activity, event or program is physically and technically feasible within existing resource constraints</p> <p>2.5 Present a proposal for approval to relevant personnel in accordance with the organization's policies and procedures</p>
3. Plan resource requirements	<p>3.1 Specify and obtain the resources required to complete each aspect of the activity, event or program</p> <p>3.2 Clearly identify and agree on timeframes for the preparation of the activity, event or program with all relevant parties</p> <p>3.3 Identify the effect of the activity, event or program on other activities and people, and take appropriate steps to coordinate activities</p> <p>3.4 Confirm that facilities are capable of delivering activities to the specified range of users and provide a suitable and safe</p>

	<p>environment</p> <p>3.5 Ensure resources required to operate the facilities are available and suitable</p> <p>3.6 Undertake a risk audit for the activity and incorporate relevant issues into activity development in accordance with regulations and organizational procedures</p>
4. Develop support materials	<p>4.1 Identify existing information support materials and assess their suitability to the activity, event or program and audience</p> <p>4.2 Develop information support materials to suit the purpose of the activity, event or program and the requirements of users</p> <p>4.3 Ensure information support materials contain valid and reliable information and appropriate interpretations</p> <p>4.4 Develop information support materials within resource and time constraints and ensure accessibility</p>
5. Evaluate activity, event or program	<p>5.1 Obtain formal and informal feedback from customers/users and colleagues during piloting or conduct of the activity</p> <p>5.2 Modify activity according to feedback received or use feedback to inform future development</p> <p>5.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of the activity where appropriate</p>

Variable	Range
Activities, events or programs	<p>May include:</p> <ul style="list-style-type: none"> • 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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • current or emerging community interests • social trends • current events • programs in other institutions

	<ul style="list-style-type: none"> • changes in technology • visitation patterns
Other specialists	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • curators • designers • actors/performers • environmental consultants • interpretation consultants • cultural advisers • technical experts • curriculum advisers • teachers • educational psychologists, learning advisors
Proposal	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 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	<p>may include:</p> <ul style="list-style-type: none"> • replicas/education collection materials • guidance materials

	<ul style="list-style-type: none"> • descriptions • labels • signs • overheads • videos • activity sheets • curriculum-related material
Customers/users	<p>may be:</p> <ul style="list-style-type: none"> • local community • tourists • educational groups • special interest groups

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • 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
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • 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, • 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
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • planning and organizational skills to undertake the total planning

	<p>process for an activity or event (note: not a major event requiring specialist event management skills)</p> <ul style="list-style-type: none"> • 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
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • relevant organizational documentation • equipment and resources relevant to the activity, program or event
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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/organization • oral or written questioning to assess knowledge of development processes
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p> <ul style="list-style-type: none"> • 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

Occupational Standard: Museum Service Level III	
Unit Title	Prepare Display Accommodation for Cultural Material
Unit Code	CST MUP3 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare locations for the display of cultural material. The unit focuses on assembly and construction of display and therefore has a strong link to some general building and construction skills. Install and dismantle exhibition Element covers the actual installation of cultural material.

Element	Performance Criteria
1. Prepare a location for the display of cultural material	<p>1.1 Clearly identify, assess and confirm accommodation requirements for the display of cultural material with relevant personnel</p> <p>1.2 Agree on equipment and materials to be used with relevant personnel</p> <p>1.3 Correctly interpret plans and other documentation</p> <p>1.4 Complete preparations according to agreed timelines and resources</p> <p>1.5 Accurately record information relating to the preparation process and pass to the appropriate personnel</p> <p>1.6 Comply with safe work and manual handling procedures at all times</p>
2. construct/assemble mountings and display components	<p>2.1 Agree on mounting and display requirements for cultural material with relevant personnel and within the scope of individual responsibility</p> <p>2.2 Assess construction requirements that cannot immediately be met and propose alternative solutions, including consideration of external assistance</p> <p>2.3 Check that the mounting and display components used are compatible with the cultural and conservation requirements of the material</p> <p>2.4 Ensure mounting and display components are capable of being disassembled and reassembled to meet specified relocation requirements</p>

	<p>2.5 Test mounting and display components to ensure physical suitability prior to installation</p> <p>2.6 Complete assembly or construction in accordance with requirements</p> <p>2.7 Accurately record information relating to the construction and assembly and pass to appropriate personnel</p> <p>2.8 Comply with safe work and manual handling procedures at all times</p>
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Variable	Range
Accommodation requirements	<p>may relate to:</p> <ul style="list-style-type: none"> • access issues • spatial planning • environmental conditions • protection issues • display techniques and equipment • building condition • services/utilities requirements
Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • archaeological material • books and manuscripts • cultural sites/buildings • ethnographic material • film/audiovisual material • flora and fauna • furniture • photographs • technological/industry items • textiles • works on paper/canvas
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • conservator • curator • exhibition designer • security personnel • registrar
Mounting and display requirements :	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • visual access • interactive access

	<ul style="list-style-type: none"> • security • safety and protection of object • safety and protection of visitors • conservation
Mounting and display components may be permanent or temporary and	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • wall mountings • free standing mounts • ceiling mountings • electronic displays • display cases • furniture • interactive displays • enclosures • collection supports • mannequins

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • application of safe work practices • demonstration of safe preparation and construction/assembly of accommodation for the display of cultural material • knowledge of equipment, methods and materials • commonly used for display (relevant to the work context) • use of current industry display equipment and systems
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • features and uses of different types of mounting and display equipment and their suitability for different types of cultural material • display of material • construction and assembly techniques for commonly used display structures • ways of adapting or modifying existing structures to provide accommodation for new cultural material • safe work and manual handling practices
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • planning and organizational skills to organize equipment, materials and logical work plan for construction of display accommodation • communication skills to liaise and agree on work requirements with other museum colleagues

	<ul style="list-style-type: none"> • literacy skills to interpret drawings, work plans and exhibition documentation • numeracy skills to calculate measurements
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices relevant policies and procedures manuals • equipment, tools and materials used for display of a collection
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate completing construction/assembly tasks • inspection of construction/assembly work completed by the candidate • oral or written questioning to assess knowledge of safety issues, equipment features
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level III	
Unit Title	Prepare and Present Tour Commentaries or Activities
Unit Code	<u>CST MUP3 04 0912</u>
Unit Descriptor	<p>This unit deals with the skills and knowledge required to prepare and present commentaries and activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment across multiple guiding contexts.</p> <p>The unit goes beyond the pure delivery of fully-scripted commentary and requires significant creative input.</p>

Element	Performance Criteria
1. Prepare commentaries or activities for presentation to customers	<p>1.1 Select and organize appropriate information to meet the needs of specific customers, operational contexts and timing restrictions.</p> <p>1.2 Select or develop appropriate themes as a basis for commentaries or activities.</p> <p>1.3 Construct commentaries or activities to maximize the potential for customer enjoyment and learning.</p> <p>1.4 Obtain, check and assemble all support materials in advance of the tour or activity.</p>
2. Present commentaries or activities to customers	<p>2.1 Use interpretive and presentation techniques to combine entertainment and learning and to enhance the quality of the experience for the customer.</p> <p>2.2 Use language appropriate to the customer group.</p> <p>2.3 Present current, accurate and relevant information in a logical order.</p> <p>2.4 Present information of appropriate depth and breadth for specific customer needs.</p> <p>2.5 Present information in a manner which demonstrates cultural and social sensitivity.</p> <p>2.6 Use equipment correctly and identify and report any equipment defects promptly.</p>

<p>3. Interact with customers</p>	<p>3.1 Encourage customer participation within safety requirements through effective use of interpretive and presentation techniques.</p> <p>3.2 Invite questions and feedback from customers both during and at the conclusion of any activity or commentary.</p> <p>3.3 Answer questions courteously and correctly and, if required, involve the whole group by repetition of the question and delivery of answer audible to all.</p> <p>3.4 Offer to supply the answer at a future time or refer the customer to other information sources where the answer to a question is unknown.</p> <p>3.5 Maintain communication with appropriate colleagues as required by specific tour or activity circumstances.</p> <p>3.6 Implement contingency plans without delay when unexpected events occur and amend presentation format, order or structure to minimize impact on customer enjoyment.</p>
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Variable	Range
Activities and commentaries	<p>may relate to an enormous range of subjects:</p> <ul style="list-style-type: none"> • history and heritage • culture • art • natural environment • built environment • wildlife • domestic/farm animals • birds
The needs of specific customers	<p>may vary according to:</p> <ul style="list-style-type: none"> • geographic origin • cultural background • age • educational level • special interests • requested coverage
Activities and commentaries	<p>may relate to:</p> <ul style="list-style-type: none"> • coach touring • guided walks • guided site activities

Equipment and resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • microphone • audio visual equipment • videos • props
Unexpected events	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • systems failure • technical/equipment failure • injury or accident • adverse weather conditions • inappropriate customer behavior • unpredictable animal behavior • cultural considerations • sudden closures • change of access • reassessment of customers' physical abilities

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • ability to select information and prepare commentaries or activities to meet a specific need • ability to use interpretive and presentation techniques to create customer-focused, informative and entertaining experiences for customers • presentation of an activity or commentary within a commercially-realistic guiding environment (e.g. at a tourist site, on a coach tour, in a national park) • presentation of activities and commentaries of a duration that reflects local industry product and practice • presentation to and interaction with a customer group of a size and nature that reflects the commercial environment in which the guide operates • use of industry-current equipment for presentation • presentation of activities and commentaries on more than one topic and within more than one environment (eg at a site plus on a coach) to ensure that skills can be adapted to different guiding contexts
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • knowledge of subject matter being presented (will vary according to context)

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • presentation and interpretive techniques including the role and use of: <ul style="list-style-type: none"> ➤ humor ➤ body language ➤ role playing ➤ voice techniques ➤ story telling ➤ games and activities ➤ sensory awareness exercises ➤ use of visual aids and props ➤ positioning ➤ safety and emergency procedures for relevant locations
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct observation of the candidate presenting activities or commentaries • questioning of tour members on their response to the candidate's communication skills and breadth of knowledge • case studies to assess ability to tailor activities and information to particular customer needs • case studies and problem solving to assess ability to respond effectively to problems that occur during activities or commentaries • questioning to assess knowledge of interpretive and presentation techniques • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level III	
Unit Title	Provide a Site Briefing or Scripted Commentary
Unit Code	<u>CST MUP3 05 0912</u>
Unit Descriptor	This unit covers the skills and knowledge required to provide a site briefing or scripted commentary for customers. As such, it requires the application of basic group communication and presentation techniques and the ability to deliver information effectively in a group situation. Generally the information would have been prepared or scripted by others. The unit does not therefore include the skills to develop and present commentaries or activities to the level required by a fully competent Guide. Those skills are found in the units "Prepare and present tour commentaries or activities and Plan and develop interpretive activities."

Element	Performance Criteria
1. Present information to customers	<p>1.1 Welcome customers courteously according to enterprise procedures.</p> <p>1.2 Provide customers with comprehensive, accurate and relevant information including any special requirements or directions.</p> <p>1.3 Outline health and safety requirements according to enterprise procedures and specific restrictions.</p> <p>1.4 Prepare customers appropriately for potential environment changes and situations which may occur.</p> <p>1.5 Answer customer questions. in a courteous and friendly manner.</p>
2. Enhance the presentation of information	<p>2.1 Use communication and presentation techniques to enhance customer enjoyment of the experience</p> <p>2.2 Ensure that personal presentation, appearance and grooming is appropriate to the environment.</p> <p>2.3 Use positive and welcoming body language to the customer.</p> <p>2.4 Show cultural and social sensitivity during the briefing.</p> <p>2.5 Make use of technical presentation resources and use these correctly.</p>

3. Liaise with team members	3.1 Maintain communication and co-operation with other team members/operators to ensure safe and efficient operations. 3.2 Give correct and accurate signals where appropriate.
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Variable	Range
Briefings or scripted commentaries	may used in the following contexts: <ul style="list-style-type: none"> • site tours • shows or entertainment sessions • safety briefings • rides • demonstrations • crowd information sessions
Health and safety requirements	may be related to: <ul style="list-style-type: none"> • dress restrictions • areas which are off-limits • guidance on using equipment • emergency procedures • restrictions on talking or making noise in an area
Communication resources	May include but not limited to: <ul style="list-style-type: none"> • microphone • loud speaker • video presentation • monitors • actors - scripted show

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • knowledge of health, safety and emergency procedures • ability to clearly communicate information to customers • ability to use simple group presentation techniques to enhance briefing • demonstration of skills through the presentation of a briefing or scripted commentary in an environment where such an event would generally take place (i.e. at a visitor site, within an attraction) • use of appropriate equipment to provide the briefing or scripted commentary

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • knowledge of health, safety and emergency procedures • ability to clearly communicate information to customers • ability to use simple group presentation techniques to enhance briefing
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • health and safety requirements for specific events/locations • emergency procedures for specific events/locations • instructions to be given to customers • basic group presentation techniques including: <ul style="list-style-type: none"> ➢ voice projection ➢ body language ➢ tailoring language to meet different group needs
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level III	
Unit Title	Develop and Implement Procedures for The Movement And Storage of Cultural Material
Unit Code	CST MUP3 06 0912
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to establish and implement procedures and protocols for the movement and storage of cultural material.

Element	Performance Criteria
1. Establish procedures for handling and movement of cultural material	<p>1.1 Identify and assess key information about cultural material as the basis for developing movement and storage procedures</p> <p>1.2 Identify and assess key internal and external factors that</p> <p>1.3 impact on movement and storage</p> <p>1.4 Integrate current industry best practice into the development of procedures, including application of cultural protocols</p> <p>1.5 Identify and consult with key stakeholders in the development of procedures</p> <p>1.6 Identify and address any legal, insurance or other administrative requirements which impact on movement and storage of cultural material</p> <p>1.7 Identify and assess occupational health and safety issues and legislative requirements</p> <p>1.8 Develop and communicate clear and complete procedures and plans for the movement/storage of cultural material, including responsibilities, timelines and resource all occasions</p>
2. Monitor movement/storage activities	<p>2.1 Organize and monitor movement and storage arrangements in accordance with agreed procedures and the requirements for particular work situations</p> <p>2.2 Monitor the application of safe and secure work practices and take action to address any problems</p> <p>2.3 Monitor object movement and storage against schedules and allocated budgets and take action to address any problems</p>

	2.4 Consult with colleagues on a regular basis to obtain feedback on movement and storage procedures
3. Manage Movement /storage records	3.1 Monitor information records to ensure completeness, currency, accuracy and observance of legal, ethical and cultural constraints 3.2 Make adjustments and enhancements to record keeping systems based on ongoing review and feedback from users

Variable	Range
Key information	May include: <ul style="list-style-type: none"> • nature of material • condition of material • dimensions • weight • intended use • length and mode of journey • planned duration of storage • type of storage facility • climate • propensity for pest infestation • ownership details • cultural considerations
Cultural material is defined as 'objects, collections, art works, specimens, structures or sites':	and includes: <ul style="list-style-type: none"> • archaeological material • books and manuscripts • cultural sites/buildings • ethnographic material • film/audiovisual material • flora and fauna • furniture • photographs • technological/industry items • textiles • works on paper/canvas
The movement and storage of cultural material	May include: <ul style="list-style-type: none"> • take place within the museum • involve transferring material into the institution from outside • involve transferring objects from within the institution to an outside location • involve various forms of transport

	<ul style="list-style-type: none"> • involve long or short term storage
Key internal and external factors	<p>may include:</p> <ul style="list-style-type: none"> • organizational priorities • resource constraints • space constraints • future programs and events • intentions/programs of other museums • visitor trends • availability of specialist expertise • legal requirements • cultural considerations
Key stakeholders	<p>May include:</p> <ul style="list-style-type: none"> • other management • staff • volunteers • suppliers • conservators • curators • lenders/borrowers
Procedures and plans	<p>may include consideration of:</p> <ul style="list-style-type: none"> • suitable transfer methods • protection and security of items • protective materials and equipment • transportation methods • transportation routes • preferred suppliers • contingencies for potential hazards • physical, environmental and security constraints of destination • safe health and manual handling procedures • legal and financial requirements • cultural protocols • location and placement of cultural material at destination • record keeping requirements
Information records about cultural material	<p>May include:</p> <ul style="list-style-type: none"> • physical description • dimensions • weight • accession number • photograph/image • special handling requirements • associated collection items

	<ul style="list-style-type: none"> • accessories • exhibition and storage history • location • condition • previous conservation reports • history and provenance • significance e.g. cultural, technical, scientific, historical, social • source e.g. original location, donor, dealer, maker, collector • loan information • insurance details
Record keeping	<p>may be in a variety of formats including:</p> <ul style="list-style-type: none"> • paper documents • photographic • film and video • sound recordings • computer-based

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • application of planning and organizational skills to the development and implementation of procedures for movement/storage of cultural material • Knowledge of the internal, external and technical issues that impact on movement/storage of cultural material.
Underpinning Knowledge and Attitudes	<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • technical/conservation issues associated with the movement of particular cultural material in a given work context • technical/conservation issues associated with the storage of particular cultural material in a given work context • typical protection, transportation, storage and security procedures and practices relevant to the work context • legal and administrative requirements for the movement/storage of cultural material • cultural protocols that affect the movement/storage of cultural material, including those for Aboriginal or Torres Strait Islander material • copyright, moral rights and intellectual property legislation and issues that impact on movement/storage of cultural material • safety legislation and requirements that impact on the movement/storage of cultural material

Underpinning Skills	<p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • communication skills to consult with work colleagues and other stakeholders on requirements and constraints for movement and storage • planning and organizational skills to establish and implement a range of interrelated processes • literacy skills to interpret a wide range of information and to communicate detailed procedures and systems • numeracy skills to interpret and use budgets, and to work with numerical record keeping systems
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • access to relevant policies and procedures manuals • access to a collection for which procedures can be planned
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of procedures developed by the candidate, and the processes used • evaluation of candidate's ability to develop procedures and highlight appropriate issues for different workplace contexts and situations • oral or written questioning to assess knowledge of technical and other considerations in the movement/storage of cultural material
Context of Assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • involvement of, and interaction with others to reflect consultation and team leadership • assessment over a period of time to reflect the ongoing implementation and monitoring aspects of the unit

Occupational Standard: Museum Service Level III	
Unit Title	Move/Store Cultural Material
Unit Code	CST MUP3 07 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle, pack and unpack cultural material for movement and/or storage. The unit requires knowledge of techniques and materials that may be used for different types of cultural material.

Element	Performance Criteria
1. Determine movement/storage requirements	1.1 Correctly interpret documentation to determine scope of work required for movement and storage 1.2 Organize or access cultural material to be moved or stored in accordance with specific requirements and general organizational procedures 1.3 Take account of cultural protocols which impact on movement/storage activities 1.4 Confirm procedures to be followed with relevant personnel 1.5 Identify the need for specialist advice or assistance and take action accordingly
2. Pack/unpack cultural material	2.1 Handle cultural material safely and in a manner which maintains the integrity of the material 2.2 Safely use packing equipment, tools and materials for movement/storage which maintain the integrity of the cultural material and which are appropriate for the transportation or storage context 2.3 Observe conservation requirements in accordance with organizational procedures and guidelines and direction from relevant personnel 2.4 Use safe manual handling procedures throughout the process to avoid injury or damage 2.5 Clearly and accurately mark packaging to facilitate easy identification by others during transportation or within storage facilities
3. Move/store cultural material	3.1 Handle cultural material in a manner which protects 3.2 Individual items and assists efficient loading/unloading processes 3.3 Install or position cultural material in appropriate location or storage area according to directions 3.4 Clear and clean work areas in accordance with organizational procedures

	<p>3.5 Identify any hazardous items and load these in a manner which minimizes health and safety risk</p> <p>3.6 Inspect load prior to transportation to ensure that all items are loaded appropriately, and make adjustments as required</p> <p>3.7 Retain/store packaging materials in accordance with organizational procedures and guidelines</p> <p>3.8 Promptly identify any problems, take action within scope of individual responsibility or refer to appropriate personnel</p>
4. Maintain movement/storage records	<p>4.1 Accurately update existing records and prepare new records in accordance with organizational procedures and practices</p> <p>4.2 Make documents readily accessible and place safely in their allotted location for ease of retrieval, in accordance with organizational procedures and guideline</p>

Variable	Range
Documentation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • work instructions • transportation documentation • collection records • lending/borrowing documentation • storage details
Movement and storage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • internally (within organization or same building) • externally • long/short distance
Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • archaeological material • books and manuscripts • cultural sites/buildings • ethnographic material • film/audiovisual material • flora and fauna • furniture • photographs • technological/industry items • textiles • works on paper/canvas

Specific requirements :	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • use/non-use of certain items • additional protection • environmentally controlled packaging • cultural protocols, including Indigenous protocols • object support systems for moving/transfer • object moving equipment
Materials for movement/storage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • containers • coverings • acid free interleaving or wrapping • protective wrapping (bubble wrap, cellaire, cardboard) • protective enclosure (canisters, tubing, boxes, crates) • negative sleeves, folders, enclosures, CD cases • gloves • cushioning material • packing/cotton tape • trolleys • trucks
Procedures and guidelines	<ul style="list-style-type: none"> • conservation • security • environment • handling methods
Transportation may be by:	<ul style="list-style-type: none"> • hand • trolley/box • road • rail • sea • air
Records may be:	<ul style="list-style-type: none"> • pro-forma • reports • transportation documentation • computerized entries • digital documentation • bar coding

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • knowledge of handling/movement/storage techniques and procedures for different types of cultural material (relevant to the work context) • demonstration of safe and correct procedures for the handling/movement/storage of collection items

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • packing and storage techniques for different types of cultural material (relevant to the work context) • differences in approach between short-term movement/storage and long-term storage • conservation issues to be considered when moving/storing cultural material (overview knowledge only) • security issues to be considered when moving/storing cultural material • cultural protocols to be observed for different types of material, including those for Aboriginal or Torres Strait Islander material • typical record keeping procedures for collection movement and storage • safe work and manual handling procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • planning and organizational skills to complete processes and to follow procedures in a logical and timely fashion • literacy skills to interpret documentation used for movement and storage • numeracy skills to count items and to take basic measurements
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • a collection • materials, tools and equipment for packing and storage including transportation/storage areas • relevant policies and procedures manuals
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate handling and packing cultural material • inspection of items packed or stored by the candidate • oral or written questioning to assess knowledge of handling and packing techniques for different types of cultural material, safety requirements
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level III	
Unit Title	Research, Describe and Document Cultural Material
Unit Code	CST MUP3 08 0912
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to research, describe and document cultural material, including the assessment and articulation of significance. The unit focuses on assessing and articulating the significance of cultural material, requires the application of significant judgment and is conducted under limited guidance.

Element	Performance Criteria
1. Describe cultural material	1.1 Examine cultural material in accordance with industry best practice and organizational procedures 1.2 Research relevant information sources regarding history and provenance of the cultural material 1.3 Accurately identify unusual and distinctive features of the cultural material 1.4 Clearly identify the cultural material wherever possible and provide a rationale for the identification 1.5 Accurately and clearly record the results of the identification process in an appropriate format
2. Assess significance	2.1 Identify and consult with key stakeholders regarding the significance of cultural material 2.2 Clearly identify the relationship of the material to related items in the collection and the significance of this relationship 2.3 Identify the need for and seek appropriate expert advice where necessary 2.4 Take action to ensure an item's condition and its conservation needs are fully described, and alert relevant personnel as required
3. Summarize information	3.1 Record descriptions in accordance with organizational procedures and practices 3.2 Articulate the significance of the cultural material in an appropriate format and in sufficient detail in the description to meet organisational requirements
4. Complete accession details	4.1 Record accession details and allocate accession numbers according to organizational procedures and practices and from the correct sequence 4.2 Confirm the identity of the cultural material before the accession process is implemented 4.3 Accurately record the accession number in the appropriate

	<p>information system</p> <p>4.4 Accurately record the accession number on the cultural material in accordance with organizational procedures and practices</p>
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Variable	Range
Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'	<p>and may includes:</p> <ul style="list-style-type: none"> • archaeological material • books and manuscripts • cultural sites/buildings • ethnographic material • film/audiovisual material • flora and fauna • furniture • photographs • technological/industry items • textiles • works on paper/canvas
Relevant information sources	<p>may include:</p> <ul style="list-style-type: none"> • other museums • previous holders of cultural material • other museum workers • publications • experts/specialists • organization's collection • catalogues • reference works • written reports • local community members • archives • libraries • Internet • makers/artists
Key stakeholders	<p>May include:</p> <ul style="list-style-type: none"> • donors • owners/custodians • cultural groups • users • community associations • experts/specialists • makers/artists

Appropriate format	<p>may be:</p> <ul style="list-style-type: none"> • verbal • written • graphic • photographic
Detail in the description	<p>may relate to:</p> <ul style="list-style-type: none"> • physical appearance of the item • significance (historic, scientific research) • provenance • previous owners • dimensions • intactness • condition (good to seriously degraded) • relationship to other material (within or outside of the collection) • conservation needs (care, handling, protection) • previous conservation • age • functionality • adaptations/repairs • marks/inscriptions • construction materials • construction method • maker/artist • associations with place
Accession details	<p>may include:</p> <ul style="list-style-type: none"> • date of accession • details of previous ownership • brief description • registration number • acquisition method • costs e.g. value, maintenance costs • copyright details • maker/artist • date of creation • dimensions

Evidence Guide

Critical Aspects of Competence

Evidence of the following is essential:

- application of detailed knowledge of assessment and description techniques and procedures for cultural material

	<ul style="list-style-type: none"> • practical application of techniques through identification and description of a range of different types of cultural material • practical demonstration of skills • use of current industry systems to research, describe and document cultural material
Underpinning Knowledge and Attitudes	<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • subject matter expertise related to the cultural material, including detailed knowledge of information sources • concepts of significance and significance assessment process • relevant sources of expert advice relevant to the work context • handling and examination techniques in the relevant work context • conservation policies and procedures as they apply to identification, description and documentation of cultural material • copyright, moral rights and intellectual property issues and legislation and their impact on identification, description and documentation of cultural material • cultural protocols for examining, identifying and reporting on cultural material, including Indigenous protocols • industry procedures and systems for examining, identifying and reporting on cultural material
Underpinning Skills	<p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • research skills to conduct wide-ranging and detailed information searches on different types of cultural material • communication skills to hold consultations with stakeholders on potentially complex aspects of cultural material significance • planning and organizational skills to integrate research, consultation and recording processes • literacy skills to analyze and document potentially complex information on cultural material • numeracy skills to work with numerical accession systems
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • relevant policies and procedures manuals • cultural material to be identified, described, documented
Methods of Assessment	<p>A range of assessment methods should be used to assess:</p> <ul style="list-style-type: none"> • practical skills and knowledge • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by

	<p>the candidate</p> <ul style="list-style-type: none"> • evaluation of descriptions and records created by the candidate • evaluation of research processes undertaken by the candidate to identify and assess the significance of cultural material • evaluation of collection information prepared by the candidate to describe a number of different types of cultural material • oral or written questioning to assess knowledge of industry standards and procedures for identification, description and documentation of cultural material
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Museum Service Level III	
Unit Title	Lend/Borrow Cultural Material
Unit Code	CST MUP3 09 0912
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to establish and implement criteria and procedures for lending and borrowing cultural material.

Element	Performance Criteria
1. Establish loans/ borrowings criteria and procedures	1.1 Establish clear conditions for loans/borrowings of cultural material , including care and record keeping requirements 1.2 Tailor conditions of loans/borrowings to meet the needs of different types of borrower where appropriate 1.3 Establish risk assessment procedures for both borrowings and loans 1.4 Clearly specify limits of responsibility in relation to loans/borrowings 1.5 Establish procedures for monitoring and reviewing the loans and borrowing criteria 1.6 Consult and communicate with all relevant stakeholders on loans/borrowings procedures
2. Evaluate loan requests	2.1 Assess condition of item, its suitability for loan, and resources required to prepare for loan 2.2 Conduct a risk assessment, including consideration of environmental, transportation and security issues 2.3 Clearly establish/communicate the purpose of the loan 2.4 Establish/communicate any costs associated with lending and borrowing objects 2.5 Establish a record and documentation system to accurately record relevant information on the loan to allow for easy access by others
3. Negotiate loans and borrowings	3.1 Establish lending/borrowing terms and agree with the appropriate people 3.2 Conduct negotiations with the borrower/lender in accordance with procedures 3.3 Confirm loan/borrowing conditions and evaluate ability for these to be met 3.4 Conduct negotiations in a manner that maintains goodwill between individuals and the relevant organizations 3.5 Accurately document all relevant loans/borrowings agreements in the record and documentation system in accordance with organizational requirements 3.6 Make appropriate operational arrangements for loan/

	borrowing to proceed
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Variable	Range
Loans/borrowings may be short or long-term	and may be for: <ul style="list-style-type: none"> • research • static exhibition • mobile exhibition • education • conservation
Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'	and may includes: <ul style="list-style-type: none"> • archaeological material • books and manuscripts • cultural sites/buildings • ethnographic material • film/audiovisual material • flora and fauna • furniture • photographs • technological/industry items • textiles • works on paper/canvas
Conditions of loans/borrowings	may relate to: <ul style="list-style-type: none"> • cost • insurance • duration • location • display • usage • security • environmental considerations • cultural considerations • copyright • ethical consideration
Record and documentation systems	may include: <ul style="list-style-type: none"> • manual • electronic
Costs associated with Lending and borrowing objects	may include: <ul style="list-style-type: none"> • handling • insurance • transportation • security

	<ul style="list-style-type: none"> • environment • conservation • packing • documentation
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Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • detailed knowledge of procedures and protocols for lending/borrowing cultural material • establishment and use of lending/borrowing procedures for a specific workplace context
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • common procedures and practices for borrowing and lending cultural material (specific items and whole collection) • legal, ethical and financial requirements for borrowing and lending cultural material • cultural protocols for borrowing and lending cultural material, including Indigenous protocols • subject matter expertise relevant to the work context • potential sources for borrowing and lending cultural material in a given work context • commonly required resources for borrowing and lending of cultural material • security and protection issues which impact on lending/borrowing
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to consult and negotiate with a broad range of stakeholders • problem-solving skills to identify and develop solutions and contingency management plans related to risks of lending and borrowing • planning and organizational skills to establish and organize coherent processes for lending and borrowing cultural material • literacy skills to both interpret and develop written agreements for lending and borrowing cultural material • numeracy skills to assess and manage costs associated with lending and borrowing cultural material
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices

	<ul style="list-style-type: none"> • interaction with others to reflect necessary communication and negotiation • relevant policies and procedures manuals • a collection for which procedures may be established
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of procedures developed by the candidate in relation to their practicality and comprehensiveness • evaluation of procedures and processes developed by the candidate for the lending/borrowing of different types of cultural material • oral or written questioning to assess knowledge of issues for consideration when lending/borrowing objects
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Museum Service Level III	
Unit Title	Develop and Maintain Community and Stakeholder Relationships
Unit Code	CST MUP3 10 0912
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to develop and maintain relationships with people and organizations in local communities. The unit promotes the need for regular and ongoing consultation to maintain the quality of service provision.</p> <p>This unit applies to individuals working in any industry or community context where there is a need for a proactive approach to establishing and building networks and relationships between organizations and stakeholders.</p> <p>Individuals working autonomously, often with managerial responsibility undertake this role which requires the application of highly developed communication and planning skills.</p>

Element	Performance Criteria
1. Plan stakeholder consultation	<p>1.1 In consultation with colleagues, review and assess current and potential stakeholders to determine needs, interests, priorities and trends</p> <p>1.2 Identify key stakeholders, their representatives and ways to establish and maintain links</p> <p>1.3 Research and maintain a collection of current relevant information on stakeholders</p> <p>1.4 Check organizational plans for appropriate reference to interaction with stakeholders</p> <p>1.5 Ensure that planning takes account of relevant internal and external factors</p>
2. Establish productive stakeholder relationships	<p>2.1 Use a range of formal and informal strategies to facilitate relationships between stakeholders and own organization</p> <p>2.2 Identify and assess strategies for formal links between own organization and key stakeholders</p> <p>2.3 Implement strategies that are likely to be successful in terms of establishing productive relationships with stakeholders</p> <p>2.4 Determine the purpose and parameters of specific consultations and brief participants accordingly</p> <p>2.5 Integrate information from stakeholder consultations into organizational planning and share with relevant colleagues in a timely way</p> <p>2.6 In consultation with colleagues, monitor and evaluate</p>

	stakeholder relationships and take appropriate action to continuously improve them
3. Represent organization to local community	3.1 Communicate organizational role accurately, confidently and clearly to promote stakeholder awareness 3.2 Promote organization to external bodies that have a stake in its role, funding and operations

Variable	Range
Stakeholders	<p>may include:</p> <ul style="list-style-type: none"> • academics • affiliated and special interest groups, such as: <ul style="list-style-type: none"> ➤ clubs ➤ community groups ➤ cultural organizations • ethnic groups • friends' organizations • societies • board members • employers • general community • government, such as: <ul style="list-style-type: none"> ➤ local ➤ state • migrants or refugees • people in remote areas • people with special needs • representative bodies • small or large businesses • staff in the organization • students • teachers
Relevant information	<p>may relate to:</p> <ul style="list-style-type: none"> • community matters • cultural sensitivities • current activities • future activities • interests • issues • organizational issues • special needs

Internal and external factors	<p>may relate to:</p> <ul style="list-style-type: none"> • current organizational objectives • market trends • political and social issues in communities • resource constraints • technological developments
Strategies	<p>may include:</p> <ul style="list-style-type: none"> • blogs • email • networks • open consultation workshops on topics of interest • review of newsletters by stakeholders and community groups • targeted focus group sessions • use of venue facilities for functions and meetings by stakeholders • wikis
Relationships may be ongoing or for a specific purpose	<p>and may relate to:</p> <ul style="list-style-type: none"> • exhibitions and outreach programs • inclusion in public activities • involvement in the development of appropriate exhibitions, public programs and special events • market research • obtaining regular stakeholder feedback • requests for financial support • surveying stakeholder views on particular issues and services to assist with the development of new services or facilities
Consultations	<p>may include:</p> <ul style="list-style-type: none"> • external committees • formal consultative bodies • informal communication and feedback • newsletters or other regular or specific information provision • presentations • regular liaison activities • surveys • taskforces • working parties

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills of</p> <ul style="list-style-type: none"> • developing, establishing and maintaining relationships with stakeholders in ways that support the needs of own organization

	<ul style="list-style-type: none"> • facilitating effective consultation with a broad range of stakeholders • involvement of and interaction with others to reflect the consultation and communication aspects of this unit • project or work activities conducted over a period of time to reflect the ongoing monitoring and implementation aspects of this unit
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • role and nature of promotion, advocacy and networks in the library and information and museums and galleries sectors • nature and range of stakeholder groups, including special needs and cultural considerations • features, costs and benefits of different consultation mechanisms • networking techniques and strategies • planning and organizational techniques for community consultations • legal issues relevant to community/stakeholder consultation, including relevant health and safety requirements • governance obligations associated with the organization and its stakeholders
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to: <ul style="list-style-type: none"> ➢ deliver presentations ➢ facilitate workshops and focus groups ➢ promote, manage and conduct formal and informal consultations on complex issues with a wide range of different stakeholders • literacy skills to: <ul style="list-style-type: none"> ➢ develop promotional materials ➢ interpret and develop complex documents ➢ take notes at activities ➢ initiative and enterprise skills to identify opportunities to engage with stakeholders • planning and organizing skills to: <ul style="list-style-type: none"> ➢ establish and monitor strategies and actions across a broad range of different activities ➢ integrate strategies with organization's events and activities ➢ plan and implement strategies to maximize stakeholder involvement • self-management skills to: <ul style="list-style-type: none"> ➢ chair meetings ➢ prioritize work tasks and meet deadlines

	<ul style="list-style-type: none"> ➤ project a professional image when representing own organization ➤ technology skills to use business technology, including social media tools
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • strategic plans and relevant policies and procedures manuals • resources to implement consultation processes
Methods of Assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of stakeholder engagement programs developed and implemented by the candidate • review of documentation prepared by the candidate supporting stakeholder engagement activities • evaluation of candidate's response to different organizational and community scenarios to assess ability to develop links and networks for different contexts <p>Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with working language as a second language, clients with disabilities, remote library users, etc.).</p>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Museum Service Level III	
Unit Title	Record and Maintain Collection Information
Unit Code	CST MUP3 11 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accurate collection records. This unit applies to individuals who maintain records of collection material for future access. Work would be undertaken according to established procedures and usually with guidance from others.

Element	Performance Criteria
1. Record collection information	1.1 Confirm collection material to be recorded and associated timelines 1.2 Handle material in a manner which ensures its integrity according to organizational access requirements 1.3 Research relevant information sources to establish information for fields of information 1.4 Enter data into collection records following organizational procedures and guidelines 1.5 Follow legal constraints and cultural protocols regarding data protection and management 1.6 Process records, applying suitable formats
2. Maintain information records	2.1 Update or transfer information according to organizational policies and procedures 2.2 Protect confidential information and adhere to copyright requirements in the storage of records 2.3 Store records safely and according to organizational procedures
3. Improve information recordkeeping	3.1 Resolve record maintenance problems within scope of own job role or refer to relevant personnel as required 3.2 Seek feedback on own work performance and note areas for improvement 3.3 Identify opportunities to improve recordkeeping of collection information and recommend to relevant personnel

Variable	Range
Collection material	May relate to: <ul style="list-style-type: none"> • art • aspects of the natural environment

	<ul style="list-style-type: none"> • built heritage • ceremonies, such as: • dance • music • cultural heritage • heritage resources • history • living styles • materials with a cultural or spiritual significance • plants and animals • science
Relevant information sources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • internal sources • internet • libraries • local community members • print or electronic media • subject matter experts • texts and references
Fields of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • acquisition method • collection numbers • condition • conservation requirements • copyright holder • cost • date of accession • exhibition or display history • history and provenance • insurance details • loan information • maintenance costs • physical description • references relevant to the material • reproduction history • significance, such as: <ul style="list-style-type: none"> ➤ cultural ➤ historical ➤ scientific ➤ social ➤ technical • source details, such as:

	<ul style="list-style-type: none"> ➤ artist ➤ collector ➤ dealer ➤ donor ➤ maker ➤ original location ➤ storage location ➤ unique identifier ➤ value
Collection records	<p>May be required for:</p> <ul style="list-style-type: none"> • acquisition and disposal • assessing significance • audit • cataloguing • condition monitoring • conservation specifications • copyright issues • exhibitions • financial reporting • indexing and retrieval • loans • numbering, location and movement control • pro-formats • reproduction conditions • research • valuation
Organizational procedures and guidelines	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • authority to add, delete and update: <ul style="list-style-type: none"> ➤ fields ➤ format ➤ permissions ➤ record control ➤ type of records
Legal constraints and cultural protocols	<p>may relate to:</p> <ul style="list-style-type: none"> • copyright • intellectual property • item-specific cultural protocols • moral rights • privacy • social and spiritual issues

Formats for records	<p>may relate to:</p> <ul style="list-style-type: none"> • access • documentary • electronic • film and video • hard copy • photographic • retrieval • sound recordings
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • enter information into records accurately • interpret and distil information for record-keeping purposes • apply collection record-keeping formats and protocols • use of current industry record-keeping systems
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • copyright, moral rights, intellectual property and privacy issues and legislation relevant to keeping records of collections • current industry record-keeping systems • ethical and cultural issues that impact on collection recordkeeping, including those for Aboriginal or Torres Strait Islander material • handling procedures and identification techniques for collection material • information sources relevant to collections • organizational procedures and guidelines for collection recordkeeping • principles of access and accountability in collection recordkeeping • sources of curatorial and conservation advice
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • learning skills to keep abreast of changes to record-keeping systems • literacy skills to: <ul style="list-style-type: none"> ➢ complete entries in collection records ➢ read and interpret wide-ranging reference sources and documentation relating to specific objects and collections • numeracy skills to: <ul style="list-style-type: none"> ➢ measure physical attributes of collection material

	<ul style="list-style-type: none"> ➤ work with numerical record-keeping systems • planning and organizing skills to: <ul style="list-style-type: none"> ➤ identify and source information about a wide range of collection items ➤ verify integrity of information sources • self-management skills to: <ul style="list-style-type: none"> ➤ follow workplace procedures ➤ prioritize work tasks and meet deadlines ➤ seek expert advice as required • teamwork skills to: <ul style="list-style-type: none"> ➤ respond appropriately to constructive feedback on own work performance ➤ work collaboratively with others • technology skills to: <ul style="list-style-type: none"> ➤ apply bar coding ➤ use automated record-keeping systems to enter and retrieve records
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • Real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices. • relevant information sources • organizational procedures and guidelines • collection items • assess the significance of collection objects
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • review of collection records completed by the candidate • verbal or written questioning to assess knowledge of procedures and information sources
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Museum Service Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	CST MUP3 12 0912
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Element	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem</p>

decisions	<p>where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p> <p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector

Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • monitoring and improving workplace operations • planning and organizing workflow • maintaining workplace records
Resource Implications	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Museum Service Level III	
Unit Title	Apply Quality Control
Unit Code	CST MUP3 13 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in manufacturing works.

Element	Performance Criteria
1. Implement quality standards	1.1 Agreed quality standard and procedures are acquired and confirmed 1.2 Standard procedures are introduced to organizational staff / personnel. 1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy. 1.4 Standard procedures are revised / updated when necessary
2. Assess quality of service delivered	2.1 Services delivered are checked against organization quality standards and specifications 2.2 Service delivered are evaluated using the appropriate evaluation parameters and in accordance with organization standards 2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures 3.2 Records of work quality are maintained according to the requirements of the organization
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures 4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded. 5.2 All service processes and outcomes are recorded.

Variable	Range
Quality check	<ul style="list-style-type: none"> • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	<ul style="list-style-type: none"> • materials • components • process • procedures
Quality parameters	<ul style="list-style-type: none"> • standard design / specifications • material specification

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment and materials relevant to the activity/ task
Methods of	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test

Assessment	• Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Museum Service Level III	
Unit Title	Lead Workplace Communication
Unit Code	CST MUP3 14 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Element	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate staff/personnel 3.4 Communication problems and issues are raised as they arise

Variable	Range
Methods of communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Using Internet • Cell phone

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	<p>The following resources must be provided: variety of information, communication tools, simulated workplace</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral Questioning • Observation/Demonstration
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting</p>

Occupational Standard: Museum Service Level III	
Unit Title	Lead Small Teams
Unit Code	CST MUP3 15 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills to lead small teams including setting and maintaining team and individual performance standards.

Element	Performance Criteria
1. Provide team leadership	<p>1.1 Work requirements are identified and presented to team members</p> <p>1.2 Reasons for instructions and requirements are communicated to team members</p> <p>1.3 Team members' queries and concerns are recognized, discussed and dealt with</p>
2. Assign responsibilities	<p>2.1 Duties and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy</p> <p>2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs and according to assignment requirements</p> <p>3.2 Performance expectations are based on individual team members duties and area of responsibility</p> <p>3.3 Performance expectations are discussed and disseminated to individual team members</p>
4. Supervised team performance	<p>4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required</p> <p>4.2 Team members are provided with feedback, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/ client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>

Variable	Range
Work requirements	<ul style="list-style-type: none"> • client profile • assignment instructions
Team member's concerns	<ul style="list-style-type: none"> • roster/shift details
Monitor performance	<ul style="list-style-type: none"> • formal process • informal process
Feedback	<ul style="list-style-type: none"> • formal process • informal process

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • maintained or improved individuals and/or team performance given a variety of possible scenario • assessed and monitored team and individual performance against set criteria • represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> • maintaining or improving individuals and/or team performance given a variety of possible scenario • assessing and monitoring team and individual performance against set criteria • representing concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocating duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • setting and communicating performance expectations for a range of tasks and duties within the team and providing feedback to team members

Underpinning Skills	<ul style="list-style-type: none"> • communication skills required for leading teams • informal performance counseling skills • team building skills • negotiating skills
Resource Implications	<ul style="list-style-type: none"> • access to relevant workplace or appropriately simulated environment where assessment can take place • materials relevant to the proposed activity or task
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral questioning / Written Test • Observation/Demonstration
Context of Assessment	<ul style="list-style-type: none"> • Competency may be assessed individually in the actual workplace or through accredited institution

Occupational Standard: Museum Service Level III	
Unit Title	Improve Business Practice
Unit Code	CST MUP3 16 0912
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Element	Performance Criteria
1. Diagnose the business	1.1 Data required for diagnosis is determined and acquired 1.2 Competitive advantage of the business is determined from the data 1.3 SWOT analysis of the data is undertaken
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified 2.2 Key indicators for benchmarking are selected in consultation with key stakeholders 2.3 Like indicators of own practice are compared with benchmark indicators 2.4 Areas for improvement are identified
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed 3.2 Cost-benefit ratios for required improvements are determined 3.3 Work flow changes resulting from proposed improvements are determined 3.4 Proposed improvements are ranked according to agreed criteria 3.5 An action plan to implement the top ranked improvements is developed and agreed 3.6 Organizational structures are checked to ensure they are suitable
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed 4.2 Practice objectives are developed/reviewed 4.3 Target markets are identified/refined 4.4 Market research data is obtained 4.5 Competitor analysis is obtained 4.6 Market position is developed/reviewed

	<p>4.7 Practice brand is developed</p> <p>4.8 Benefits of practice/practice products/services are identified</p> <p>4.9 Promotion tools are selected/developed</p>
5. Develop business growth plans	<p>5.1 Plans to increase yield per existing client are developed</p> <p>5.2 Plans to add new clients are developed</p> <p>5.3 Proposed plans are ranked according to agreed criteria</p> <p>5.4 An action plan to implement the top ranked plans is developed and agreed</p> <p>5.5 Practice work practices are reviewed to ensure they support growth plans</p>
6. Implement and monitor plans	<p>6.1 Implementation plan is developed in consultation with all relevant stakeholders</p> <p>6.2 Indicators of success of the plan are agreed</p> <p>6.3 Implementation is monitored against agreed indicators</p> <p>6.4 Implementation is adjusted as required</p>

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors

	<ul style="list-style-type: none"> • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees • location • timeframe
Objectives should be 'SMART' , that:	<ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time defined
Market research data includes:	<ul style="list-style-type: none"> • data about existing clients • data about possible new clients • data from internal sources • data from external sources such as: <ul style="list-style-type: none"> • trade associations/journals • Yellow Pages small business surveys • libraries • Internet • Chamber of Commerce • client surveys • industry reports • secondary market research • primary market research such as: <ul style="list-style-type: none"> ➤ telephone surveys ➤ personal interviews ➤ mail surveys
Competitor analysis	<ul style="list-style-type: none"> • competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
SWOT analysis includes:	<ul style="list-style-type: none"> • internal strengths such as staff capability, recognized quality • internal weaknesses such as poor morale, under-capitalization, poor technology • external opportunities such as changing market and economic conditions • external threats such as industry fee structures, strategic alliances, competitor marketing

Key indicators may include:	<ul style="list-style-type: none"> • salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures include:	<ul style="list-style-type: none"> • Legal structure (partnership, limited liability company, etc.) • organizational structure/hierarchy • reward schemes
Market position	<p>Should include data on:</p> <ul style="list-style-type: none"> • product • the good or service provided • product mix • the core product - what is bought • the tangible product - what is perceived • the augmented product - total package of consumer • features/benefits • product differentiation from competitive products • new/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand	<p>may include:</p> <ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style

	<ul style="list-style-type: none"> • AIDA (attention, interest, desire, action)
Benefits	<p>may include:</p> <ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools include:	<ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client	<p>may be increased by:</p> <ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide	
Critical Aspects of Competence	<p>The candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements • and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving

	<ul style="list-style-type: none"> • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Museum Service Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	<u>CST MUS3 17 1012</u>
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Distribute and explain information about the enterprise's quality system to personnel 1.2 Encourage personnel to participate in improvement processes and to assume responsibility and authority 1.3 Allocate responsibilities for quality within work area in accordance with quality system 1.4 Provide coaching and mentoring to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Identify required quality documentation, including records of improvement plans and initiatives 2.2 Prepare and maintain quality documentation and keep accurate data records 2.3 Maintain document control system for work area 2.4 Contribute to the development and revision of quality manuals and work instructions for the work area 2.5 Develop and implement inspection and test plans for quality controlled products

<p>3. Facilitate the application of standardized procedures</p>	<p>3.1 Ensure all required procedures are accessible by relevant personnel</p> <p>3.2 Assist personnel to access relevant procedures, as required</p> <p>3.3 Facilitate the resolution of conflicts arising from job</p> <p>3.4 Facilitate the completion of required work in accordance with standard procedures and practices</p>
<p>4. Provide training in quality systems and improvement processes</p>	<p>4.1 Analyze roles, duties and current competency of relevant personnel</p> <p>4.2 Identify training needs in relation to quality system and continuous improvement processes (kaizen)</p> <p>4.3 Identify opportunities for skills development and/or training programs to meet needs</p> <p>4.4 Initiate and monitor training and skills development programs</p> <p>4.5 Maintain accurate training record</p>
<p>5. Monitor and review performance</p>	<p>5.1 Review performance outcomes to identify ways in which planning and operations could be improved</p> <p>5.2 Use the organization's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>5.3 Enhance customer service through the use of quality improvement techniques and processes</p> <p>5.4 Adjust plans and communicate these to personnel involved in their development and implementation</p>
<p>6. Build continuous improvement process</p>	<p>6.1 Organize and facilitate improvement team</p> <p>6.2 Encourage work group members to routinely monitor key process indicators</p> <p>6.3 Build capacity in the work group to critically review the relevant parts of the value chain</p> <p>6.4 Assist work group members to formalize improvement suggestions</p> <p>6.5 Facilitate relevant resources and assist work group members to develop implementation plans</p> <p>6.6 Monitor implementation of improvement plans taking</p>

	appropriate actions to assist implementation where required.
7. Facilitate the identification of improvement opportunities	<p>7.1 Analyze the job completion process</p> <p>7.2 Ask relevant questions of job incumbent</p> <p>7.3 Encourage job incumbents to conceive and suggest improvements</p> <p>7.4 Facilitate the trying out of improvements, as appropriate</p>
8. Evaluate relevant components of quality system	<p>8.1 Undertake regular audits of components of the quality system that relate to the work area</p> <p>8.2 Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures</p> <p>8.3 Facilitate the updating of standard procedures and practices</p> <p>8.4 Ensure the capability of the work team aligns with the requirements of the procedure</p>

Variable	Range
Coaching and mentoring	<p>May refer to:</p> <ul style="list-style-type: none"> • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes may include:	<p>May include:</p> <ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of

	<p>stakeholders</p> <ul style="list-style-type: none"> • Kaizen • Enterprise-specific improvement systems
Technology	<p>May include:</p> <ul style="list-style-type: none"> • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	<p>May be:</p> <ul style="list-style-type: none"> • internal or external • to existing, new or potential clients
Key process indicators	<p>Key process indicators may include:</p> <ul style="list-style-type: none"> • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	<p>May include:</p> <ul style="list-style-type: none"> • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams • run charts • X bar R charts • PDCA • Sigma techniques • balanced scorecards • benchmarking • performance measurement • upstream and downstream customers • internal and external customers immediate and/or final

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous

	<p>improvement system/processes, and to identify and report opportunities for further improvement</p> <ul style="list-style-type: none"> • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements <p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • implement and monitor defined quality system requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and techniques associated with: <ul style="list-style-type: none"> – benchmarking – best practice – change management – continuous improvement systems and processes – quality systems • range of procedures available and their application to different jobs • applicability of TAKT time and MUDA to jobs • identification and possible causes of variability in jobs • continuous improvement process for organization • questioning techniques • methods of conceiving improvements

	<ul style="list-style-type: none"> • suggestion and try out procedures • relevant OHS • quality measurement tools for use in continuous improvement processes • established communication channels and protocols • communication/reporting protocols • continuous improvement principles and process • enterprise business goals and key performance indicators • enterprise information systems management • enterprise organizational structure, delegations and responsibilities • policy and procedure development processes • relevant health, safety and environment requirements • relevant national and international quality standards and protocols • standard operating procedures (SOPs) for the technical work performed in work area • enterprise quality system
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • coach and mentor team members • gain the commitment of individuals and teams to continuously improve • innovate or design better ways of performing work • communicate with relevant people • prioritize and plan tasks related to encouraging and improving use of standardized procedures • negotiate with others to resolve conflicts and gain commitment to standardized procedures • facilitate other employees in improvement activities • implement and monitor defined quality system requirements • initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation

Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • enterprise quality manual and procedures • quality control data/records
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of procedures and contingency management; principles and techniques associated with change management • review of the audit process and outcomes generated by the candidates <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated workplace setting / environment.</p>

NTQF Level IV

Occupational Standard: Museum Service Level IV	
Unit Title	Work with Arts Professionals in an Arts Organization
Unit Code	CST MUS4 01 0912
Unit Descriptor	This unit covers the skills and knowledge required to communicate effectively with a range of arts professionals in the context of an arts Organization. It describes the role of the arts administrator or manager in working with a broad range of arts professionals. As such the unit builds on unit within an arts organization context.

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	It involves an understanding of the work context of arts professionals and an understanding of the need for information by arts professionals.
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Element	Performance Criteria
1. Determine communication requirements	1.1 Identify those arts professionals with whom communication is required for a given context 1.2 Identify relevant information needs for interaction with arts professionals from perspectives of both parties
2. Exchange information with arts professionals	2.1 Organize mutually convenient interactions with arts professionals 2.2 Communicate purpose and expected outcomes of the interaction with the arts professional 2.3 Present information in formats appropriate to the context and within required timeframes 2.4 Seek information from arts professionals to meet identified needs within required timeframes
3. Establish and maintain professional relationships	3.1 Establish relationships within the appropriate cultural context in a manner that promotes goodwill and trust between the organization and arts professionals 3.2 Build trust and respect in business relationships through use of effective communication skills and techniques 3.3 Identify and take up opportunities to maintain regular contact with arts professionals 3.4 Pro-actively seek, review and act upon information needed to maintain sound business relationships 3.5 Honor agreements within the scope of individual responsibility 3.6 Nurture relationships through regular contact and use of effective interpersonal and communication styles

Variable	Range
Work contexts of arts professionals	may include: <ul style="list-style-type: none"> • studio/media based practices • galleries, museums • government departments • theatres, performance spaces • community based/Indigenous organizations • collectives/co-operatives

	<ul style="list-style-type: none"> • not-for-profit and/or government funded arts organizations
Information needs	<p>May relate to:</p> <ul style="list-style-type: none"> • timetabling and schedules • organizational and administrative practices • record and document requirements, Example, consignment • notes, financial statements • conceptual vision of the organization and its impact on • services provided • information about audiences • information about marketing strategies • space usage • information about specific arts professionals, their practices and historical contexts • information about the context of the arts organization • techniques, methods and practices • loaning or borrowing of work • funding applications/allocations • tendering processes • publications • competitions • marketing activities • events, like lectures, talks
Mutually convenient interaction	<p>may include:</p> <ul style="list-style-type: none"> • appointment • rescheduling or moving to a more convenient space • meeting • written, verbal • formal, informal • studio visits • museum/gallery/theatre/institutional visits
Expected outcomes	<p>May relate to:</p> <ul style="list-style-type: none"> • decision to proceed with that arts professional's work • decision to proceed at a later date • referral of arts professional elsewhere • invitation to meet again at a future time, when closer match between arts professional and arts organization may be possible • decision not to proceed • identification of other networking opportunity • identification of other arts professionals to approach

	<ul style="list-style-type: none"> • marketing, promotion and public relations • arrangements for acquisition of work and associated documentation • financial accountability • financial arrangements, payments, • contracts
Establishing relationships	<p>may involve:</p> <ul style="list-style-type: none"> • responding to unsolicited approaches • organizing interviews, meetings or other gatherings • approaching selected arts professionals • telephone, newsletters publications, Internet, networking • Events
Opportunities to maintain regular contact with arts professionals	<p>may include:</p> <ul style="list-style-type: none"> • meetings • seminars • attendance at industry events • regular face-to-face or other communication

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • development of a communication strategy with a range of arts professionals for a specific purpose which involves both receiving and disseminating information • effective interpersonal and communication skills • practical demonstration of skills through the development of an approach to communicating with arts professionals for a specific industry context • interaction with others to reflect the communication and interpersonal aspects of the unit
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • different types of arts professionals and their relevance to arts organizations • work contexts for different types of arts professionals as relevant to a particular arts industry sector
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • typical communication requirements between arts organizations and arts professionals in a given context • communication and negotiation skills in relation to the communication required between arts organizations and arts professionals

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • oral or written questioning to assess knowledge of a specific arts context • review of reports prepared by the candidate about communication approach taken for a specific project • review of portfolios of evidence • third party workplace reports of performance by the candidate <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such a speakers of languages other than working language).</p>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level IV	
Unit Title	Organize Workplace Information
Unit Code	<u>CST MUS4 02 0912</u>
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to gather, organize and apply workplace information in the context of an organization’s work processes and knowledge management systems.</p> <p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgment using appropriate theoretical knowledge of information management to provide technical advice</p>

	and support to a team.
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Element	Performance Criteria
1. Collect and assess information	1.1. Access product and service information in accordance with organizational requirements 1.2. Ensure methods of collecting information are reliable and make efficient use of available time and resources 1.3. Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4. Use interpersonal skills to access relevant information from teams and individuals
2. Organize information	2.1. Organize information in a format suitable for analysis, interpretation and dissemination in accordance with organizational requirements 2.2. Use appropriate technology/systems to maintain information in accordance with organizational requirements 2.3. Collate information and materials, and communicate to relevant designated persons 2.4. Identify difficulties organizing and accessing information and solve collaboratively with individuals and team members 2.5. Update and store information in accordance with organizational requirements and systems
3. Review information needs	3.1. Actively seek feedback on clarity, accuracy and sufficiency of information to ensure relevance of information and system 3.2. Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3. Identify future information needs and incorporate in modifications to collection processes 3.4. Document future information needs and incorporate in modifications to reporting processes

Variable	Range
Information	may include: <ul style="list-style-type: none"> • computer databases (e.g. library catalogue, customer records) • computer files (e.g. letters, memos and other documents) • correspondence (e.g. faxes, memos, letters, email) • financial figures

	<ul style="list-style-type: none"> • forms (e.g. insurance forms, membership forms) • invoices (e.g. from suppliers, to debtors) • personnel records (e.g. personal details, salary rates) • production targets • sales records (e.g. monthly forecasts, targets achieved)
Organizational requirements	<p>may include:</p> <ul style="list-style-type: none"> • code of conduct/code of ethics • information protocols • legal and organizational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information	<p>may include:</p> <ul style="list-style-type: none"> • checking research provided by others • checking written material including referrals and client files • classification tools • individual research • information from other organizations • interviews with colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Interpersonal skills	<p>may include:</p> <ul style="list-style-type: none"> • consultation methods, techniques and protocols • networking • seeking feedback from group members to confirm understanding • summarizing and paraphrasing • using appropriate body language
Format	<p>may include:</p> <ul style="list-style-type: none"> • adding headers and footers • incorporating graphics and pictures • inserting symbols • using legends • using a particular software application • using tables and charts

Technology	<p>may include:</p> <ul style="list-style-type: none"> • answering machine • computer • email • fax machine • internet/extranet/intranet • photocopier • shredder • telephone
Systems	<p>may include:</p> <ul style="list-style-type: none"> • information management systems • knowledge management systems • record management systems
Designated persons	<p>may include:</p> <ul style="list-style-type: none"> • clients • colleagues • committee • external agencies • line management • statutory bodies • supervisor
Feedback	<p>may include:</p> <ul style="list-style-type: none"> • audit documentation and reports • comments from clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • providing accurate information for defined purposes • systematic maintenance and handling of data and documents • using business technology to manage information • Knowledge of relevant legislation.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws

	<ul style="list-style-type: none"> ➤ occupational health and safety (OHS) ➤ methods for checking validity of information and its sources ➤ organizational recordkeeping/filing systems, security procedures and safe recording practices ➤ Policies and procedures relating to distribution of workplace information, and legal and ethical obligations.
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • analytical skills to classify and report information • literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate • technology skills to display information in a format suitable to the target audience
Resources Implication	<p>Access is required to</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • access to an actual workplace or simulated environment • access to office equipment and resources • examples of information documents found in the workplace
Methods of Assessment	<p>Practical skills and knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of organizational recordkeeping/filing systems • analysis of how information and materials were communicated to relevant people • review of documentation outlining future information needs
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting
Occupational Standard: Museum Service Level IV	
Unit Title	Design and Develop Interpretive Displays
Unit Code	CST MUS4 03 0912
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to design and develop small displays for the interpretation of a collection/site.

	This unit applies to individuals who develop small interpretive displays of cultural material. It is most relevant to people working independently or in small organizations 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.
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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 <i>stakeholders</i> 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
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 Organize 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 organize 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

Variable	Range
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Interpretive display	<p>May include:</p> <ul style="list-style-type: none"> • display stands • labels • photographs • signs • maps • charts • diagrams • electronic presentations • support materials (publications, guides, handouts, activity books)
Relevant information on audience profile	<p>May include:</p> <ul style="list-style-type: none"> • age • gender • physical capabilities • educational level • familiarity with collection/site • cultural preferences/cultural diversity • special interest • disability access
Stakeholders may include:	<ul style="list-style-type: none"> • boards of management • local community • designers • curators/subject matter experts • visitors • display specialists • conservators • curators • cultural groups • access specialists • school/education specialists
Operational information	<p>may include:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • security issues • duration of exhibition • collection needs
Established techniques	<p>may relate to:</p> <ul style="list-style-type: none"> • organizational 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 color • use of conventions for information such as dates, names etc • use of juxtaposition • label hierarchies • choice of materials for label production and supports
Materials and equipment	<p>may include:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • tools
Creative use of available materials and supplies	<p>may involve:</p> <ul style="list-style-type: none"> • experimenting with color, shape or texture • testing different approaches • placing items in a range of different ways • using sound or light differently

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • 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
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • 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 Ethiopian cultural 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
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to consult effectively with colleagues and stakeholders • organizational skills to organize and coordinate processes and

	<p>resources for displays</p> <ul style="list-style-type: none"> • visual literacy skills to work at a basic level with color, shape and layout • literacy skills to develop interpretive labels and other materials
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • a collection/site for which the candidate can develop displays
Methods of Assessment	<p>Practical skills and knowledge may be assessed through:</p> <ul style="list-style-type: none"> • 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
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level IV

Unit Title

Conceive, Develop and Realize Exhibition Designs

Unit Code	<u>CST MUS4 04 0912</u>
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to undertake the complete exhibition design process, from initial conception of ideas to the final realization of the design. This unit brings together the wide range of highly-developed creative, technical and business skills required by an exhibition designer operating autonomously in consultation with a broad range of stakeholders. This unit goes beyond the skills normally required by an individual creative practitioner to exhibit his or her own work.</p> <p>The unit has strong links to a wide range of other units dealing with specific creative, technical and business skills. This unit is focused on physical exhibition design.</p>

Element	Performance Criteria
1. Interpret the brief	1.1 Analyze the brief to determine overall exhibition concepts 1.2 Participate in preliminary concept meetings with appropriate personnel to discuss exhibition requirements 1.3 Identify all relevant factors which may determine and affect the design 1.4 Discuss and agree upon the role of the designer in the overall exhibition development
2. Conduct and evaluate research	2.1 Assess the material to be exhibited in relation to the development of the design 2.2 Identify and source references which may inform the design process 2.3 Critically analyze sources and references in the context of the current design project 2.4 Consider the impacts and potential of new and emerging technologies to inform the design 2.5 Collect, collate and adapt materials to develop initial design concepts
3. Generate and assess ideas	3.1 Generate a range of ideas for the design which respond sympathetically to the brief and provide creative solutions to technical issues 3.2 Discuss ideas and collaborate with relevant personnel to ensure contribution of ideas to the initial concept 3.3 Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet the brief

<p>4. Develop and document the design</p>	<p>4.1 Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of the design</p> <p>4.2 Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation</p> <p>4.3 Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection/discussion</p> <p>4.4 Develop the exhibition designs from the initial concepts ensuring:</p> <ul style="list-style-type: none"> 4.4.1 consistency with the exhibition concept 4.4.2 collection needs are taken into account 4.4.3 research findings are incorporated 4.4.4 ideas are technically feasible and demonstrate awareness of parameters and resource constraints 4.4.5 ideas demonstrate effective use of materials 4.4.6 integration of universal access principles <p>4.5 Organize or undertake testing and experimentation with selected exhibition design</p> <p>4.6 Develop accurate records of the design, including all relevant information</p>
<p>5. Communicate design ideas and make amendments</p>	<p>5.1 Present draft exhibition plans and specifications to relevant colleagues in an appropriate format</p> <p>5.2 Participate in the initial and ongoing evaluation of the presented designs</p> <p>5.3 Negotiate and agree to modifications to the design and undertake any necessary amendments</p> <p>5.4 Agree to the final designs and produce accurate and comprehensive documentation to support implementation</p> <p>5.5 Present final designs, plans and specifications to all relevant personnel and confirm that all production requirements have been met</p>
<p>6. Liaise with others to implement exhibition construction</p>	<p>6.1 Liaise with relevant personnel to ensure that all exhibition production, occupational and public health and safety legislative requirements are met, quality standards are adhered to and work is undertaken within item, budget and technical constraints</p> <p>6.2 Participate in ongoing production meetings and evaluation of the exhibition design</p> <p>6.3 Ensure that any design modifications are agreed, noted and acted upon</p> <p>6.4 Inform relevant personnel of design changes</p> <p>6.5 Update any required documentation and record and file</p>

according to organizational requirements

Variable	Range
Appropriate personnel	May include but not limited to: <ul style="list-style-type: none"> • other designers • curator • conservator • education staff • construction specialists • propagators • taxidermists • model makers • installation staff • other specialists
Exhibition requirements	May include but not limited to: <ul style="list-style-type: none"> • displays • interactive Element • furniture and furnishings • props • back drops • special effects • automated /animatronics devices • scenic art • murals • dioramas • multi-sensory Element • full-scale environments • supports for collection items • hanging systems • lighting rig
Relevant factors which may determine and affect the design	May include but not limited to: <ul style="list-style-type: none"> • overall exhibition concept • exhibition duration (permanent/temporary) • resources (human, financial, physical) • space/venue specifications or restrictions • available technologies • timelines • regulations e.g. fire restrictions • needs of others involved in the exhibition • access issues • stability of collection items

	<ul style="list-style-type: none"> • collection requirements (light levels, RH, pollutants)
The role of the designer may be impacted by:	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • scale of the exhibition • availability of other expertise • level of assistance available (in relation to implementation/construction) • budget
Sources and references to be used during the design process	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • reference books/journals/texts • writings of the period • paintings and illustrations • photographs • film, video • the Internet • digital images • technical drawings • models • collages • sketches • objects • community/stakeholder consultation • culturally appropriate representation
Accurate records of the design	<p>may include:</p> <ul style="list-style-type: none"> • plans (computer or manually generated) • specifications • samples • mock-ups
Occupational and public health and safety legislative requirements	<ul style="list-style-type: none"> • commonwealth, state/territory occupational health and safety regulations • relevant national and international standards, guidelines and codes of practice • relevant local government construction legislation and regulation

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • development and realization of creative exhibition design concepts which assist in the realization of the overall exhibition concept and which address operational requirements and constraints

	<ul style="list-style-type: none"> • effective communication, negotiation and project management skills to facilitate the design process • Research skills, including creative interpretation and adaptation of design concepts.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • role of exhibition design within the overall exhibition development process • exhibition scheduling process and its interrelationship with the design process • role of the exhibition designer, how this may differ depending upon the exhibition, and relationships with other designers and personnel • relationship between different design Element within an exhibition • copyright, moral rights and intellectual property legislation in relation to exhibition design • cultural protocols to be observed in the design process, including those relevant to the exhibition of Ethiopian cultural material • ethical standards and protocols for designers working in including, principles of universal access • formal principles and Element of design and their relevance to exhibition design • sources and availability of materials and equipment used for exhibition design and construction • appropriate materials to use with different collection items and impact of those materials • costing and budgeting techniques for exhibition design • communication, negotiation, presentation and project management techniques as they apply to the design process • documentation formats used for exhibition design • current and emerging technologies available to the exhibition designer • construction methods/implementation issues associated with the realization of exhibition designs • behavior of various materials, finishes, painting techniques and colors under lighting • overall use of artificial lighting in exhibitions and options available • properties, applications and durability of different types of materials that can be used for exhibition construction

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication, negotiation and leadership skills to collaborate with a wide range of stakeholders on complex design issues and challenges • creative and critical thinking skills to explore, develop, test and challenge design ideas and concepts • planning and organizational skills to integrate a wide range of conceptual, operational and business factors to realize design implementation • problem-solving skills to pro-actively interrogate the quality and effectiveness of ideas and designs, and to develop creative solutions to complex challenges • research skills to determine appropriate source and critically evaluate and adapt information to exhibition design • literacy skills to analyze and communicate information dealing with complex concepts • numeracy skills to work with budgets, including estimating and adjusting costs
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • Real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices. • an exhibition venue • Resources for both the development and realization of designs (collection items, equipment, materials, financial and human resources).
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of an exhibition design for which the candidate has been responsible in terms of meeting concept and resource practicality • evaluation of reports produced by the candidate which demonstrate the processes used in developing and realizing the creative concept, including challenges faced and how these were resolved • oral or written questioning aimed at evaluating the processes used in developing and realizing the creative concept
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

	<ul style="list-style-type: none">• assessment over an extended period of time to reflect the nature of the design process and to assess the experimental implementation aspects of this unit• involvement of, and interaction with, an exhibition team to reflect the collaborative nature of the design process
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Occupational Standard: Museum Service Level IV	
Unit Title	Install and Dismantle Exhibition Element
Unit Code	CST MUS4 05 0912
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to install and dismantle exhibition Element

Element	Performance Criteria
1. Establish and confirm exhibition specifications	1.1 Correctly interpret exhibition documentation and site plans and confirm requirements with relevant personnel 1.2 Confirm details of public access and safety and environmental requirements with relevant personnel 1.3 Clarify and confirm details of required materials, equipment and resources with relevant personnel 1.4 Clarify and confirm details of procedures and responsibilities for handling of cultural material, installation and dismantling with relevant personnel 1.5 Clarify and agree a project timeline with all interested parties
2. Prepare exhibition site	2.1 Clear and clean site, complete necessary site alterations and make utilities and services available for installation requirements 2.2 Ensure site is environmentally suitable and secure in accordance with technical specifications 2.3 Complete and/or organize any on-site construction in accordance with installation requirements, safety and licensing requirements
3. Install/dismantle exhibition Element	3.1 Install/dismantle exhibition Element in accordance with exhibition requirements, available floor plans and safety/security requirements 3.2 Pack, unpack, move and handle physical Element in accordance with agreed plans and within scope of individual responsibility 3.3 Use safe manual handling techniques throughout installation/dismantling to avoid injury or damage 3.4 Respect the integrity of physical Element, take prompt action in the event of accidents and accurately document as required 3.5 Clear and clean work areas in accordance with organizational procedures, safety and environmental requirements 3.6 Return Element safely to appropriate locations in accordance with exhibition documentation and plans

4. Maintain records	<p>4.1 Accurately record details of installation/dismantling in accordance with organizational procedures</p> <p>4.2 Accurately update and amend files and records and in accordance with organizational procedures</p>
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Variable	Range
An exhibition may be held in many different contexts /environments, and these	may include: <ul style="list-style-type: none"> • museums • galleries • libraries • other visitor attractions • theme parks • corporate events • festivals
An exhibition	may be: <ul style="list-style-type: none"> • temporary • permanent • travelling • developed in-house or externally • hired, borrowed or presented on behalf of another organization or community group
Exhibition documentation	may include: <ul style="list-style-type: none"> • site plans • floor plans • event orders • work instructions • handling notes • installation instructions • traveling condition reports
Site alterations	May include: <ul style="list-style-type: none"> • removal of existing fittings or displays • introduction of new utilities or furniture • change to signage or access routes
On-site construction	may be completed in-house or by external contractors, and many relate to: <ul style="list-style-type: none"> • electrical • carpentry • metalwork • plumbing
Exhibition Element	May include:

	<ul style="list-style-type: none"> • objects • art works • display cases, stands, plinths, drawers, racks, tracks • light fittings • sound outlets • film and video screens • electronic support material • computer equipment • environmental monitoring and control systems • special exhibition features • customized supports • hanging system supports
Scope of individual responsibility	<p>may relate to:</p> <ul style="list-style-type: none"> • authority to handle certain objects • licensing requirements for undertaking particular types of work

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • competency in handling cultural material with care • knowledge and application of safe manual handling techniques • knowledge of procedures and processes for exhibition installation/dismantling • demonstration of skills through the installation and/or dismantling of physical Element for an exhibition
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • different exhibition components relevant to the work/industry context • typical procedures and processes for exhibition installation, including roles and responsibilities of different personnel • safe manual handling techniques and broader safety issues associated with the movement of physical Element • relevant organizational and/or legislative occupational health and safety requirements • packing materials and techniques used for different types of exhibition Element • range of tools commonly required during the installation/dismantling process • cultural protocols that impact on installation/dismantling of cultural material

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • organizational skills to undertake the installation process in a logical manner • communication skills to liaise with colleagues on straightforward practical operational issues • literacy skills to interpret site plans and other exhibition documentation • numeracy skills to count/tally equipment and other physical Element
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • Real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices. • plans and other exhibition documentation • physical exhibition Element
Methods of Assessment	<p>Practical skills and knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate installing/dismantling physical Element • oral or written questioning to assess knowledge of different types of exhibition, safety issues • Analysis of problem-solving exercises undertaken by the candidate to assess ability to respond to different operational situations and contexts.
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level IV	
Unit Title	Acquire/Dispose of Cultural Material
Unit Code	CST MUS4 06 0912
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to acquire and dispose of cultural material in accordance with organizational collection management policies.

Element	Performance Criteria
1. Review acquisition/disposal needs	<p>1.1 Identify potential acquisition or disposal needs through regular review of the cultural material and its ability to meet collection and organizational objectives and policies</p> <p>1.2 Identify and consult with key stakeholders in relation to acquisition or disposal of cultural material</p> <p>1.3 Assess potential acquisition in relation to cultural material already held in the collection</p> <p>1.4 Assess key internal and external factors that impact on acquisition/disposal</p> <p>1.5 Determine priorities for acquisition or disposal of cultural material in accordance with the organization's current policies and future requirements</p>
2. Assess potential acquisition/disposal	<p>2.1 Assess cultural material for significance and relevance to collection in accordance with organizational collection management policies</p> <p>2.2 Consult with relevant parties and obtain appropriate expert advice on material and its relevance to collection</p> <p>2.3 Examine records to establish provenance and confirm significance</p> <p>2.4 Clearly identify resources required for acquisition/disposal</p>
3. Co-ordinate procedures for acquisition / disposal	<p>3.1 Organize appropriate resources in accordance with budget and organizational procedures</p> <p>3.2 Satisfy legal, ethical and financial requirements and cultural protocols in the acquisition/disposal process</p> <p>3.3 Negotiate and organize transfer of rights in accordance with organizational and legal procedures within scope of individual responsibility</p> <p>3.4 Conduct negotiations with appropriate people in a manner that maintains goodwill between all parties</p> <p>3.5 Accurately document agreements in accordance with organizational procedures and practices</p>

Variable	Range
Acquisition or disposal needs	may relate to: <ul style="list-style-type: none"> • improving or rationalizing the collection • mounting an exhibition • complying with a will, statute or other legal requirement • meeting the request of an organization or person • addressing cultural or moral issues • rationalizing loans
Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites':	and includes: <ul style="list-style-type: none"> • archaeological material • books and manuscripts • cultural sites/buildings • ethnographic material • film/audiovisual material • flora and fauna • furniture • photographs • technological/industry items • textiles • works on paper/canvas
Collection or organizational objectives	may relate to: <ul style="list-style-type: none"> • visitor needs and trends • marketing initiatives • special exhibition needs • future direction of the organization • comprehensiveness of the collection • resource constraints • relationship between collection and site
Key stakeholders	May include: <ul style="list-style-type: none"> • other management • boards/committees • local community • commercial partners • visitors • subject matter experts • cultural groups
Acquisition or disposal	may take place between/by means of: <ul style="list-style-type: none"> • different sections of the same institution • two institutions • institution and commercial enterprises

	<ul style="list-style-type: none"> • institution and individuals or groups • purchase • gift • bequest • exchange • transfer • auction • tender
Collection	<p>is defined very broadly and may relate to:</p> <ul style="list-style-type: none"> • cultural heritage • history • art • science • plants and animals • other aspects of the natural environment • materials with a cultural/spiritual significance • living styles • ceremony e.g. dance, music • any other heritage resource
Key internal and external factors	<p>may relate to:</p> <ul style="list-style-type: none"> • organizational priorities • availability of expertise • resource constraints • competitive environment • economic considerations • marketing considerations • social or political issues
Policies	<p>may include:</p> <ul style="list-style-type: none"> • acquisition policy • de-accession policy • collection policy
Resources required for acquisition/disposal	<p>May be both internal and external and may include:</p> <ul style="list-style-type: none"> • special equipment, machinery • construction of new displays or other infrastructure • replacement objects • subject matter experts • conservation experts • legal expertise • financial advice • valuation advice • transport

	<ul style="list-style-type: none"> • space • storage materials/facilities • funding/grants
Cultural protocols	<p>May relate to:</p> <ul style="list-style-type: none"> • special handling of items • financial transactions • obtaining permission • timing of acquisition or disposal • storage • display • access

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • ability to apply professional judgment to decisions relating to the acquisition or disposal of a range of cultural material • detailed knowledge of acquisition/disposal procedures and policies • communication and negotiation skills in varied consultation and negotiation contexts • use of an established or proposed collection as the basis of decision-making for acquisition and disposal • involvement of, and interaction with, others to reflect the communication and negotiation aspects of the unit
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • typical features of collection management policies • procedures and practices for assessing cultural material in the relevant work context • subject matter expertise in the relevant work context • sources of curatorial and conservation advice in the relevant work context • potential sources for acquisition and potential avenues for disposal of objects in the relevant work context • legal, ethical and financial requirements for acquisition and disposal of objects • cultural protocols that impact on acquisition and disposal of cultural material • Communication and negotiation protocols in relation to object acquisition and disposal.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • planning and organizational skills to coordinate interrelated

	<p>aspects of the acquisition and disposal process</p> <ul style="list-style-type: none"> • communication skills to consult with internal and external stakeholders and to conduct negotiations for acquisition and disposal • literacy skills to interpret and communicate complex ideas and information around rationales and priorities for acquisition and disposal • Numeracy skills to interpret and apply budgets.
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • Real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices. • relevant policies and procedures manuals a collection
Methods of Assessment	<p>Practical skills and competence may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of acquisition/disposal recommendations prepared by the candidate to address different collection contexts • Evaluation of candidate's ability to develop recommendations for different collections and workplace contexts with appropriate rationale.
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level IV	
Unit Title	Implement Preventive Conservation Activities
Unit Code	CST MUS4 07 0912
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to provide preventive care of collection material through a sound knowledge of conservation principles, practices and ethics. This unit applies to a wide range of job roles in organizations responsible for the care of cultural material, including archives, museums, libraries, galleries and cultural centers.</p> <p>People working autonomously under general guidance may undertake this preventive conservation role, depending on the size and structure of the organization</p>

Element	Performance Criteria
1. Monitor environmental conditions	1.1 Monitor environmental conditions according to collection needs and identify agents of deterioration affecting collection material 1.2 Control and adjust environmental conditions 1.3 Report serious problems to relevant colleagues
2. Assess condition of collection material	2.1 Examine and assess condition of collection material in the appropriate location 2.2 Review documentation and record current condition of items 2.3 Apply knowledge of deterioration patterns to collection monitoring 2.4 Consult experts for advice where necessary
3. Undertake preventive conservation	3.1 Implement preventive conservation activities according to organizational policies and procedures 3.2 Research and apply best practice guidelines, cultural protocols and specialist conservation advice 3.3 Follow health, safety, sustainability and disaster management policies and procedures 3.4 Identify the need for assistance and consult with a specialist conservator in relation to issues that arise in collection care 3.5 Complete records of preventive conservation activities
4. Develop preservation skills and knowledge	4.1 Develop, update and maintain knowledge of preservation issues and concepts 4.2 Integrate knowledge into work activities 4.3 Share knowledge with colleagues

5. Implement basic preservation activities	5.1 Undertake basic preservation activities according to organizational plans and policies 5.2 Complete records on preservation activities
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Variable	Range
Environmental conditions	may relate to: <ul style="list-style-type: none"> • incorrect or inappropriate handling of material • lighting • pests • pollution • relative humidity • temperature
Collection material	is defined as objects, collections, artworks, specimens, structures or sites, and includes: <ul style="list-style-type: none"> • archaeological material • audiovisual material • books and manuscripts • cultural sites and buildings • ethnographic material • film • flora and fauna • furniture • glass plates • oral histories • photographs • technological and industry items • textiles • works on paper and canvas
Condition of collection material may be assessed by:	<ul style="list-style-type: none"> • comparison with existing condition reports, such as photographic images • examination with instruments, such as: <ul style="list-style-type: none"> ➤ magnifying glass ➤ microscope • raking light • ultraviolet (UV) light • measurement and comparison of known areas of deterioration, such as: <ul style="list-style-type: none"> ➤ areas of loss ➤ cracks observation

Appropriate location	<p>may be:</p> <ul style="list-style-type: none"> • darkroom • during transport • in display area • in situ, for example, outdoors • laboratory • storage room • studio • workshop
Deterioration patterns may be linked to:	<ul style="list-style-type: none"> • climate • deterioration of item prior to arrival, with archaeological collections, for example: <ul style="list-style-type: none"> ➢ impact of light ➢ influence of human activities ➢ inherent vice • materials used for storage and display • nature and location of the building or site • pests • pollution • relative humidity • security considerations • temperature • transport and packing
Preventive conservation activities	<p>may include:</p> <ul style="list-style-type: none"> • framing and de-framing • implementation of the disaster preparedness plan • integrated pest management • monitoring and documentation/recording • non-interventionist actions to combat agents of deterioration • protective storage/boxing • re-formatting • relocation
Cultural protocols	<p>may relate to:</p> <ul style="list-style-type: none"> • appearance of items • consultation on potential treatments • methods and approaches to display • relationship between items and other material in the collection • storage requirements • when items may be handled • where items may be handled • who can handle the cultural material • who can view the cultural material

<p>Health, safety, sustainability and disaster management policies and procedures</p>	<p>may relate to:</p> <ul style="list-style-type: none"> • condition and stability of items relating to such factors as: <ul style="list-style-type: none"> ➤ dirt ➤ dust ➤ mould ➤ pesticides ➤ impact on other parts of the collection ➤ provision and use of safety equipment ➤ reporting of work health and safety issues, including events and near misses ➤ safe manual handling ➤ safe use of tools and equipment ➤ storage of chemicals ➤ toxic and hazardous materials in collections ➤ use of chemicals or other toxic substances
<p>Develop, update and maintain knowledge</p>	<p>may include:</p> <ul style="list-style-type: none"> • attending seminars and workshops • mentoring arrangements • membership of professional organizations • reading current journals, newsletters and electronic discussion lists • research
<p>Basic preservation activities</p>	<p>may include:</p> <ul style="list-style-type: none"> • attaching backboards to paintings • creating hanging systems for paintings • designing or making storage enclosures and display supports • following advice from specialist conservators to avoid potential damage • mounting and framing • surface cleaning
<p>Organizational plans and policies</p>	<p>may include:</p> <ul style="list-style-type: none"> • collection management policies • conservation plans • disaster preparedness policies • preservation plans

Evidence Guide

<p>Critical Aspects of Competence</p>	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • implement routine preventive conservation activities • demonstrate knowledge of agents of deterioration and their impact on collections
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	<ul style="list-style-type: none"> • apply basic preservation techniques • use of current industry methods and equipment
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • roles of personnel responsible for care of cultural material, including limitations on roles of unqualified personnel • Role of conservators and of people working under the guidance of conservators, including the scope of work undertaken by each and rationale for this. • sources of expert assistance on collection care • industry guidelines and terminology about preventive conservation and basic preservation • role of preventive conservation in relation to collections • distinction between preservation, conservation and restoration • basic preservation principles and methods • factors contributing to deterioration relevant to the collection or industry sector • cultural considerations and protocols for the handling, storage and display of collection material • organizational policies and procedures on health, safety, sustainability and disaster management • methods of protecting collection material from damage and potential hazards • current best practice guidelines for collection care • techniques for handling and examining material • basic principles and methods for using equipment, tools and materials for routine collection care • conservation principles in relation to collection management • requirements for safe work and manual handling when undertaking preventive conservation activities • copyright, moral rights and intellectual property legislation relevant to conservation • cultural protocols that impact on conservation, including those for Ethiopian cultural material • formats and features of conservation plans and object condition reports
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and teamwork skills to: <ul style="list-style-type: none"> ➤ liaise with experts on potentially complex preventive conservation issues ➤ share knowledge with colleagues ➤ initiative and enterprise skills to identify changes in the

	<p>condition of collection material and take appropriate action to minimize damage</p> <ul style="list-style-type: none"> • learning skills to: <ul style="list-style-type: none"> ➤ undertake ongoing professional development ➤ apply new techniques • literacy skills to: <ul style="list-style-type: none"> ➤ interpret conservation guidelines ➤ document condition of collections ➤ record and report preservation and preventive conservation activities ➤ planning and organizing skills to monitor and implement preservation and preventive conservation activities • research skills to: <ul style="list-style-type: none"> ➤ locate conservation information ➤ locate best practice guidelines ➤ self-management skills to: <ul style="list-style-type: none"> ➤ follow workplace procedures ➤ prioritize work tasks and meet deadlines
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • relevant policies and procedures • cultural material in an appropriate environment so that both material and environment may be assessed by the candidate • equipment, tools and materials for preventive conservation and basic preservation activities
Methods of Assessment	<p>Practical skills and knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • direct observation of the candidate engaged in preventive conservation activities • review of condition reports prepared or updated by the candidate • evaluation of candidate's responses to different collection scenarios to assess ability to develop approaches for different preservation needs and articulate different challenges and issues to be considered • verbal or written questioning to assess knowledge of different techniques and procedures <p>Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the</p>

	requirements of different age groups, clients with disabilities,.)
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level IV	
Unit Title	Research and Generate Ideas for Exhibition Concepts
Unit Code	CST MUS4 08 0912
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to research and generate ideas for exhibition concepts. The unit focuses on exploring different themes and potential storylines to inform the overall concept development process.

Element	Performance Criteria
1. Generate initial ideas	1.1 Explore ideas in the context of the collection 1.2 Evaluate the <i>nature, needs and expectations of the audience</i> 1.3 Identify and confirm the <i>purpose, scope and objectives</i> of the <i>exhibition</i> in consultation with relevant <i>stakeholders</i> 1.4 Develop broad parameters for content, based on overall objectives, audience needs and <i>collection/organizational parameters</i>
2. Conduct research	2.1 Undertake relevant research to identify the historical, cultural and other influences that impact on concept development 2.2 Undertake <i>critical analysis of sources and references</i> to inform concept development 2.3 Identify and source appropriate specialists who may be able to contribute to the concept 2.4 Explore and adapt relevant ideas from other practitioners or exhibitions with consideration of intellectual property, moral rights and copyright requirements
3. Develop/expand ideas and concepts	3.1 Develop and expand ideas in response to research findings in the context of the collection 3.2 Identify, select and develop appropriate storylines and interpretive messages based on outcomes of research, audience needs and organizational priorities 3.3 Challenge and test own ideas and approaches taken to ensure responsiveness to project and audience needs 3.4 Prepare concept proposals in an <i>appropriate format</i> and consult with relevant stakeholders to gain required approvals

Variable	Range
Nature, needs and expectations of the audience	may relate to: <ul style="list-style-type: none"> • age • gender • educational level • existing knowledge of subject • familiarity with collection • cultural preferences/cultural diversity • special interest • disability access
Purpose, scope and objectives of the exhibition	may relate to: <ul style="list-style-type: none"> • education • entertainment • financial targets • co-operative approaches • representation • audience development • community involvement • debate
An exhibition may be held in many different contexts /environments and these	may include: <ul style="list-style-type: none"> • museums • galleries • libraries • other visitor attractions • theme parks • corporate events • festivals
An exhibition	may be: <ul style="list-style-type: none"> • temporary • permanent • virtual • travelling
Stakeholders	may include: <ul style="list-style-type: none"> • boards of management • organizing committees • other management • local community • local authorities • customers/visitors • colleagues • performers/artists

	<ul style="list-style-type: none"> • technical/subject specialists • exhibition construction specialists • designers • curators • conservators • education officers • cultural groups • those to be represented in the exhibition
Collection/organizational parameters	<p>may relate to:</p> <ul style="list-style-type: none"> • established themes/sub-themes • current exhibition policies • potential for accessing additional items • budgetary or other resource limitations
Critical analysis	<p>May involve:</p> <ul style="list-style-type: none"> • making judgments about relevance of information and ideas • considering how ideas may be adapted • considering how ideas may be challenged • drawing links between references and potential concepts • evaluating work of others
Sources and references	<p>may include:</p> <ul style="list-style-type: none"> • reference books/journals/texts • writings of the period • paintings and illustrations • photographs • film, video • the Internet • digital images • technical drawings • models • collages • sketches • objects and object files • other exhibitions/collections • oral histories/oral traditions • private collectors • archives • letters/diaries/newspapers
Appropriate format for presentation of ideas	<p>May be:</p> <ul style="list-style-type: none"> • drawings • paintings • models

	<ul style="list-style-type: none"> • graphic formats • video • photographs • plans • verbal description • electronic presentations • storyboards • performance/installation • display of exhibits • printed format - signs, labels, report
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Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • application of sound research and analytical skills to inform concept development • generation of creative ideas, storylines, messages and concepts for a particular concept and target audience
Underpinning Knowledge and Attitudes	Demonstrates knowledge and understanding of: <ul style="list-style-type: none"> • sources of information and research data relevant to the collection • processes for drawing links between the collection, research data and audience needs • roles of different people 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.
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • creative thinking skills to develop, explore, test and challenge ideas • research skills to investigate and interrogate a wide range of information sources • communication skills to liaise and consult with others on complex ideas and concepts • literacy skills to analyze a broad range of information and to communicate complex ideas in innovative ways

Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • a collection around which an exhibition ideas and concepts can be developed • relevant research materials and information sources
Methods of Assessment	<p>Competence may be assessed through :</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Evaluation of exhibition ideas and concepts (with rationale) generated by the candidate to develop storylines and concepts for particular collections or audiences.
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level IV	
Unit Title	Research and Critique Cultural Work(S)
Unit Code	<u>CST MUS4 09 0912</u>
Unit Descriptor	This unit covers the skills and knowledge required to research and critique cultural work(s). The unit includes the ability to research cultural work(s) and information related to the work(s) and to reflect on and present a critique in a selected context in either a spoken or written mode. Informed research and critical analysis skills rather than written or spoken skills are the focus of the unit.

Element	Performance Criteria
1. Research context of cultural work(s)	1.1 Identify relevant sources of information on cultural work(s) 1.2 Identify and explore potential new and alternative sources which are relevant to the work(s) 1.3 Use formal and informal research techniques appropriately to access information 1.4 Organize research materials and findings for current and future use
2. Link research to cultural work(s)	2.1 Critically evaluate work(s) and information related to the work(s) 2.2 Assess ways in which different aspects of history, theory and other influences are applied, adapted or challenged within the cultural work(s) 2.3 Develop substantiated position(s) to inform critical analysis of work(s)
3. Present critique	3.1 Produce written or spoken texts on cultural works in appropriate genre to meet organizational or publishing requirements 3.2 Apply appropriate text specifications to meet different audience and purpose requirements 3.3 Apply relevant cultural protocols to the critique of cultural work(s)
4. Update and maintain knowledge of trends related to domain of cultural work(s)	4.1 Identify and use opportunities to update and expand knowledge of history, theory and other influences on cultural work(s) 4.2 Incorporate and integrate knowledge into cultural analysis and reporting

Variable	Range
Sources may include:	<ul style="list-style-type: none"> • the writings of cultural theorists and philosophers • scientific texts • historical texts • oral histories • journal articles • secondary texts • images, objects • film, web • technical or medium specific information • religious and spiritual texts • stories • dance • performances, presentations
Information may relate to:	<ul style="list-style-type: none"> • philosophy • world histories • histories of art, craft and design • cultural issues • spiritual concerns • linguistics • aesthetics • politics • gender and identity issues • land and place • signs and symbols • myth and legends • criticism • new technologies • technical aspects of performances, presentations
Cultural work(s) may involve work(s) from one, or more than one, area of the arts including:	<ul style="list-style-type: none"> • visual arts and contemporary craft • design • photo imaging • arts administration • music • dance • multimedia • writing • performing arts
Exploring potential new and alternative	<ul style="list-style-type: none"> • interviews with innovative arts practitioners • visits to trade fairs, galleries, special events, e.g. biennial • exhibitions, laboratories

sources of information involves accessing information in a culturally appropriate way and may involve:	<ul style="list-style-type: none"> • attendance at performances • participation in performances
Formal and informal research techniques may include:	<ul style="list-style-type: none"> • discussion • note taking, listing • critical discourse • analysis • reflection • comparing information • summation • judgment • observation
Organizing research materials and findings may involve:	<ul style="list-style-type: none"> • files • indices • data base • mind maps • charts • diagrams • sketches
Evaluating may include:	<ul style="list-style-type: none"> • comparing • contrasting • reflecting • critiquing • judging • considering merit • discussion and debate
Other influences may Include:	<ul style="list-style-type: none"> • works of other artists • cultural practices and heritage • local traditions and events • political frameworks • media • techniques • temporal considerations • related discourses

<p>Developing substantiated positions in relation to history, theory and other influences involves examination and justification from a range of viewpoints within:</p>	<ul style="list-style-type: none"> • culture • gender • politics • philosophy • spirituality • ecology • society
<p>Written or spoken texts may include:</p>	<ul style="list-style-type: none"> • journal articles • magazine or periodical articles • art talks or presentations • newspaper reviews • seminar presentations • gallery/museum/institutional/studio guiding presentations • academic texts • exhibition/performance programs/brochures/flyers
<p>Appropriate text specifications</p>	<p>may include:</p> <ul style="list-style-type: none"> • length, layout and format conventions of relevant written or spoken texts • language, tone and grammar appropriate to written or spoken texts • conventions of art criticism
<p>Audience requirements</p>	<p>may cover the need to take account of the level of sophistication or understanding of cultural work(s) of:</p> <ul style="list-style-type: none"> • readers • listeners • academic and teaching staff • peers • gallery/museum/organization/theatre/studio visitors
<p>Purpose requirements</p>	<p>May cover:</p> <ul style="list-style-type: none"> • critical review of work(s) • examination of work in the context of selected practitioner's other work(s) or period(s) • examination of work as an example of specific period or approach or style or school of cultural work(s) or as prototype or derivative piece • examination of work in the context of other practitioners' work(s) • judgment of value of cultural work(s)

Cultural protocols	<p>May include:</p> <ul style="list-style-type: none"> • protocols for the reference of work(s) or practitioner(s) by others • extent to which reference to the work may be used in presentation modes (written or spoken) • permission to refer to and use the work(s), including systems for the administration of copyright of images • intellectual property moral rights and copyright requirements
Updating and expanding knowledge of history and theory	<p>may involve:</p> <ul style="list-style-type: none"> • visits to exhibitions, events, performances, presentations, studios, laboratories, manufacturers • discussions with innovative practitioners in relevant areas of arts practice • using the Internet

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • application of research and analytical skills to critically evaluate cultural work(s) • sound knowledge history and theory references and other influences and their application to the selected cultural work(s) • knowledge of art criticism conventions • use of appropriate genre of written or spoken texts to meet audience and purpose requirements
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • broad range of sources of information about history, theory and cultural practices relating to cultural work(s) • conventions of art criticism • information organization practices and how these can be applied to the critique of cultural work(s) • copyright, moral rights, cultural protocols and intellectual property issues and legislation and how these relate to the use of information in relation to cultural work(s)
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy/oral skills sufficient to critically evaluate and present complex and varied information on history and theory and other influences in relation to cultural work(s) • research skills sufficient to analyze, interpret and present • complex and varied references for application to cultural work(s)

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • evaluation of presentation or documentation prepared by the candidate explaining research processes and how issues surrounding history/theory and other influences have been used in the analysis of the work • case studies to assess ability to research and use different types of information in the analysis of cultural work(s) • questioning and discussion about the cultural work(s) • written or verbal reports or documentation • review of portfolios of evidence of completed or similar work • third party workplace reports of performance by the candidate <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties)</p>
Context of Assessment	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> • project or work activities that allow the candidate to apply research, analysis and judgment to cultural work(s)

Occupational Standard: Museum Service Level IV	
Unit Title	Develop and Manage Public Relations Strategies
Unit Code	<u>CST MUS4 10 0912</u>
Unit Descriptor	This unit covers the skills and knowledge required to develop and implement a plan for public relations activities within an organization. It focuses on the skills and knowledge required by managers, owners/managers of small businesses and marketing personnel. As such the unit does not reflect the depth and breadth of skills required by specialist public relations professionals.

Element	Performance Criteria
1. Generate organizational identity consistent with organization's vision	1.1 Collect and analyze internal and external information which informs the development of a public relations strategy 1.2 Review the organization's core activities, business values and current business direction to identify potential images and messages 1.3 Identify and consult with key stakeholders in relation to public relations issues
2. Prepare public relations plan or strategy	2.1 Identify relevant target groups for public relations activities 2.2 Identify and select strategies which enhance and promote the organization's identity to the target groups 2.3 Identify and plan for the range of potential situations and reactions to which the organization may need to respond 2.4 Incorporate legal and ethical considerations into the planning process 2.5 Provide timely opportunities for colleagues to contribute to public relations planning 2.6 Submit public relations plan for approval where appropriate in accordance with organizational policy
3. Manage the implementation of the public relations plan	3.1 Define and communicate clearly all priorities, responsibilities, timelines and budgets, involving appropriate colleagues 3.2 Implement and monitor actions detailed in the plan according to schedule and contingencies 3.3 Produce public relations reports in accordance with enterprise policy 3.4 Share public relations information with colleagues to maintain awareness of current organization direction and priorities

4. Evaluate and review the public relations plan	4.1 Establish appropriate mechanisms to obtain feedback about public relations activities and strategies 4.2 Evaluate public relations activities using agreed methods and benchmarks 4.3 Make adjustments in accordance with feedback and evaluation 4.4 Communicate and implement agreed changes
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Variable	Range
Public relations plans and strategies	may be for: <ul style="list-style-type: none"> • a department • an organization • a single event • a program of events • a specific product or service
Internal and external information which informs the public relations strategy	may include information relating to: <ul style="list-style-type: none"> • a department • an organization • a single event • a program of events • a specific product or service
Internal and external information which informs the public relations strategy	may include information relating to: <ul style="list-style-type: none"> • current market conditions • legal environment • business plans • financial plans • marketing plans • competitor organizations • government activities • community activities • current trends/developments in the relevant industry context
Key stakeholders	may include: <ul style="list-style-type: none"> • staff • patrons, visitors • funders, sponsors • promoters • representatives from boards and committees associated with organization

Images and messages	<p>may include:</p> <ul style="list-style-type: none"> • nature of products and services, e.g. performances, exhibitions, sale • stylistic direction, e.g. innovative, contemporary, classical, folk, indigenous, international • service provision, e.g. hours of operation, range of facilities, services, access • relationship to public, e.g. leading edge, responsive • track record of organization • operational style, e.g. efficiency, probity, ethical, fair, responsive • visual identity, e.g. logo, signage, public appearance, color
Target groups	<p>may include:</p> <ul style="list-style-type: none"> • staff, volunteers • patrons, sponsors, funders • visitors, audiences • suppliers, vendors, related businesses • media representatives, e.g. journalists, editors, producers, directors • event organizers • promoters
Strategies and activities	<p>may relate to:</p> <ul style="list-style-type: none"> • signage, banners • logos • media materials, e.g. press releases, articles, reviews • direct advertising • planned activities, e.g. launches, openings, guest appearances, charitable support, cocktail parties • gifts • membership and loyalty programs • sponsorship
Potential situations	<p>may include:</p> <ul style="list-style-type: none"> • unprecedented or overwhelming support/attendance • capitalizing on favorable publicity • responding to unforeseen operational issues, e.g. accidents, shortages • minimizing the impact of any unfavorable press
Legal and ethical considerations	<p>may relate to:</p> <ul style="list-style-type: none"> • legislation • codes of practice • cultural expectations and influences • social responsibilities

Feedback mechanisms	<p>may include:</p> <ul style="list-style-type: none"> • consultation with colleagues • direct questioning • media monitoring • measurements of level of support, e.g. attendance, sponsorship, patronage • formal/written feedback
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Evidence Guide	
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Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • development and implementation of a public relations plan for a specific organization or area of an organization • detailed knowledge of public relations protocols, resources and activities as relevant to the industry sector • practical demonstration of skills through the development and implementation of a public relations plans for an organization/area of an organization • interaction and collaboration with others to reflect consultation and communication skills within this unit
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • the public relations context for the organization, including • knowledge of the ways in which similar organizations generate and promote their identity • ways in which public relations links to other aspects of marketing and management • the structure and function of a range of print and electronic media
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • planning techniques and formats in relation to public relations • formats, features and uses of different public relations resources, e.g. media releases, journalist familiarizations, press kits • legal issues that impact on public relations, e.g. Trade Practices • research and analytical skills to analyze internal and external environments
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>

Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • evaluation of a public relations plan developed by the candidate • role play or simulation and practical activities for consultation, staff training, media interaction and presentations • development and analysis of case studies • written/verbal reports on public relations plan, negotiation, promotion • hypothetical or problem solving scenarios • questioning and discussion about case studies, plans, strategies • review of portfolios of evidence • third party workplace reports of performance by the candidate
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p> <ul style="list-style-type: none"> • Assessment should be conducted over a period of time to reflect the ongoing implementation and monitoring aspects of the unit

Occupational Standard: Museum Service Level IV	
Unit Title	Produce Computer-Aided Drawings
Unit Code	<u>CST MUS4 11 0912</u>
Unit Descriptor	This unit covers the skills and knowledge required to use a range of CADD program functions and features to produce drawings. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualization to a particular industry context. Within the cultural industries. The focus of this unit is on the technical skills required to operate CADD, and design skills are found in other units.

Element	Performance Criteria
1. Determine drawing requirements	1.1 Review relevant documentation/concept information to determine requirements and processes based on project objectives and parameters 1.2 Liaise with relevant colleagues to confirm and clarify requirements
2. Select and set up CADD package	2.1 Correctly identify required hardware, software, tools and equipment for the specific project 2.2 Correctly set up hardware and software in accordance with operating instructions and organizational procedures 2.3 Identify and retrieve digitized information relevant to the project
3. Gather object parameter and/or measurements	3.1 Accurately establish and record critical dimensions and data for the required design 3.2 Correctly identify the requirements in relation to accuracy, tolerances and other critical information
4. Prepare plots or drawings	4.1 Correctly access and use CADD functions and features in accordance with operating instructions 4.2 Correctly access and use peripheral equipment required for the project 4.3 Prepare and review preliminary drawings in consultation with relevant colleagues
5. Check drawings and save files	5.1 Check designs against the project objectives and specifications in accordance with organizational procedures 5.2 Identify and make required adjustments to designs based on review and consultation with relevant colleagues 5.3 Store data files in accordance with operating instructions and organisational procedures

Variable	Range
Computer-aided designs	range of work situations and may include: <ul style="list-style-type: none"> • room/site/stage layouts • lighting plots • costume/fashion designs • stage and set design • visual art works and/or projects, e.g. community installations, public art, performance • object or product design
Information required for the project	may include: <ul style="list-style-type: none"> • measurements/dimensions, e.g. objects, space • creative objectives • technical objectives • relevant statutory requirements, e.g. safety • scope for making adjustments
CADD functions and features to be used	must include: <ul style="list-style-type: none"> • drawing tools (methods for drawing lines, arcs, poly lines, texts, dimensions) • view displays • edit functions • working with layers • plotting and printing
CADD functions and feature to be used	may include: <ul style="list-style-type: none"> • macros • 3D techniques, e.g. entering co-ordinates, displaying 3D views • isometrics and perspectives • use of attributes to make project reports • how CADD works in an integrated environment
Peripheral equipment required for the project	may include: <ul style="list-style-type: none"> • scanners • printers • plotters

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • ability to use the standard features and functions of a CADD program to produce drawings • knowledge of CADD capabilities and uses in relation to the

	<p>specific industry context</p> <ul style="list-style-type: none"> • practical demonstration of skills using an industry-current CADD program to develop drawings for a specific workplace purpose
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • the ways in which CADD is used within a specific industry context • basic principles of CADD • typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing • occupational health and safety issues associated with the use of hardware and software • awareness of copyright, moral rights and intellectual property issues and legislation associated with the use of CADD
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills sufficient to interpret and use digital information, including instructions required for the production of computer aided drawings • numeracy skills sufficient for calculations and measurements required for the production of computer aided drawings
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence assessment may be through:</p> <ul style="list-style-type: none"> • evaluation of drawings produced by the candidate • oral or written questioning to assess knowledge of CADD • features and functions • review of portfolios of evidence • third party workplace reports of performance by the candidate remote communities and those with interrupted schooling)
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p> <p>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 e.g. speakers of languages other than working language,</p>

Occupational Standard: Museum Service Level IV	
Unit Title	Develop Disaster Management Plans
Unit Code	CST MUS4 12 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop disaster management plans for organizations holding collections.</p> <p>This unit applies to individuals working in organizations that hold significant collections. These include museums, libraries, archives, galleries, cultural centers and organizations with records and information and indoor and outdoor sites.</p> <p>In large organizations, this role may be undertaken by specialist staff. However in many community-based organizations, generalists, such as managers, volunteers or committee members may be responsible for the development of disaster management plans.</p>

Element	Performance Criteria
1. Assess risks to collections	<p>1.1 Identify potential risks to collection material based on historical data, examination of collections and their physical environment</p> <p>1.2 Assess risks according to probability and impact on collections</p> <p>1.3 Identify items of significance in collections and assess risks specific to those items</p>
2. Establish mechanisms to address risks	<p>2.1 Identify appropriate mechanisms to reduce or remove risks</p> <p>2.2 Locate and consult with relevant specialists to determine ways of reducing specific risks</p> <p>2.3 Document resources, actions and responsibilities for minimizing or preventing risks</p> <p>2.4 Establish and document appropriate measures for priority items</p>
3. Establish procedures in the event of disasters	<p>3.1 Develop procedures for responding to disasters</p> <p>3.2 Define roles and responsibilities of those involved in implementing disaster management plans</p> <p>3.3 Allocate responsibilities to appropriate team members based on available expertise</p> <p>3.4 Research potential disaster support networks</p>

4. Finalize disaster management plans	4.1 Source and collate relevant information to include in disaster management plans 4.2 Create structure and format for plans that are logical, user-friendly and clearly understood by key stakeholders 4.3 Develop documentation to support disaster management plans 4.4 Integrate evaluation mechanisms into plans 4.5 Present plans to stakeholders and provide feedback opportunities 4.6 Develop strategies to ensure that plans and required staff skills remain current 4.7 Make recommendations for the integration of disaster management measures into other relevant organizational plans
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Variable	Range
Potential risks	may relate to: <ul style="list-style-type: none"> • electrical or other equipment failure • fire • human error • legacy systems • local environment • loss of: <ul style="list-style-type: none"> • business records • data • natural disaster • nature and condition of buildings housing collections • pest infections • renovation and building projects • security systems • stability of objects in collections • storage conditions • system failure • theft • vandalism • water damage

Collection material	<p>is defined as objects, collections, artworks, specimens, structures or sites, and includes:</p> <ul style="list-style-type: none"> • archaeological material • books and manuscripts • cultural sites and buildings • digital items • ethnographic material • film and audiovisual material • flora and fauna • furniture • oral histories • photographs • technological and industry items • textiles • works on paper and canvas
Historical data	<p>may relate to:</p> <ul style="list-style-type: none"> • occurrences in local communities • previous disasters in similar locations or for similar collections • previous disasters within organizations
Significance	<p>may be past, current and future and may relate to:</p> <ul style="list-style-type: none"> • quality of documentation • rarity • synergy with mission of organizations • value of items, such as: <ul style="list-style-type: none"> • aesthetic • historical • monetary • research • social • spiritual • to the local community
Mechanisms	<p>may include:</p> <ul style="list-style-type: none"> • briefing or training staff and outside contractors • changing operating procedures • controlling pests • creating and training disaster response teams • improving security • improving storage and display • moving cultural material to less risky locations • purchasing disaster response materials and equipment • repairing and maintaining buildings and sites

	<ul style="list-style-type: none"> • replacing equipment
Procedures	<p>may be response or recovery and may include:</p> <ul style="list-style-type: none"> • assessing: • need for external assistance • need for relocation of collections • scope of disaster • contact lists • contacting insurance brokers and assessors • documenting situations • ensuring safety of personnel • initial response • record management issues • recording damage • reducing further damage • resources required for recovery • stabilizing situations • staff or team organization, both immediate and long-term • use of disaster bin or store • use of step-by-step response sheets
involved people	<p>may include:</p> <ul style="list-style-type: none"> • board members • elected officials • experts • local community members • other similar organizations • staff • Volunteers.
Support networks	<p>may include:</p> <ul style="list-style-type: none"> • experts on particular types of cultural material • local community • local emergency services, such as: • ambulance • fire • police • regional museums • Volunteers.
Structure and format	<p>may include:</p> <ul style="list-style-type: none"> • action sheets for each section • checklists • format, such as: • electronic

	<ul style="list-style-type: none"> • print-based • report
Documentation	<p>may include:</p> <ul style="list-style-type: none"> • collection priority list • emergency and other telephone contacts • equipment checklists • floor plans indicating location of items, such as: <ul style="list-style-type: none"> • entrances • exits • fire extinguishers • utilities • response sheets for specific locations and objects • safety checklist
Evaluation mechanisms	<p>may include:</p> <ul style="list-style-type: none"> • benchmarking with recognized guidelines and standards • feedback from staff consultations • regular internal or external review • review after disasters or near miss events
Organizational plans	<p>may include those relating to:</p> <ul style="list-style-type: none"> • collections • maintenance • work health and safety • training

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • assess risks to the collection • develop risk-mitigation procedures • develop a clear and concise disaster management plan for an actual collection or site or environment • present plan to stakeholders and respond to feedback • establish strategies to maintain currency of plan
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • types of disasters that might affect collections and particular items in collections • causes and types of damage to collection material and collections • risk assessment processes in relation to collections • procedures used to reduce or remove risk in the relevant work context

	<ul style="list-style-type: none"> • support networks that can be used in the event of disaster response and recovery • significance assessment methodology
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and teamwork skills to: <ul style="list-style-type: none"> ➢ present disaster management plans for discussion and comment ➢ respond appropriately to constructive feedback on disaster management plans ➢ undertake consultation with a wide range of stakeholders on risks and strategies to manage disasters • initiative and enterprise skills to: <ul style="list-style-type: none"> ➢ anticipate events where disaster management plans may be required ➢ incorporate feedback from consultation in ways that improve the overall effectiveness of disaster management plans • literacy skills to: <ul style="list-style-type: none"> ➢ articulate multi-faceted plans ➢ develop checklists and other documentation for disaster management plans ➢ prepare risk assessments ➢ planning and organizing skills to develop systematic and comprehensive procedures and action plans related to disaster management • problem-solving and contingency management skills to: <ul style="list-style-type: none"> ➢ address complex practical issues ➢ develop responses to a varied range of potential problems • self-management skills to: <ul style="list-style-type: none"> ➢ follow workplace procedures ➢ prioritize work tasks and meet deadlines
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • a collection, cultural material or site for which a disaster management plan can be prepared • historical data and collection records
Methods of Assessment	<p>practical skills and knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of a disaster management plan developed by the

	<p>candidate</p> <ul style="list-style-type: none"> • evaluation of candidate's response to different case studies to assess ability to develop plans that address particular workplace situations and challenges <p>Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with disabilities,).</p>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level IV	
Unit Title	Undertake Marketing Activities
Unit Code	CST MUS4 13 0912
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to plan, implement and manage basic marketing and promotional activities. It is a foundation unit that covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation.</p> <p>The unit applies to people with no previous experience in marketing. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.</p>

Element	Performance Criteria
1. Research marketing information	1.1. Research the concept of marketing as it applies to the organization 1.2. Identify and analyze organization's marketing plan and relevant policies and procedures 1.3. Identify need for marketing activities from the established marketing plan 1.4. Investigate previous marketing activities for relevant information 1.5. Identify profile of the market segment 1.6. Identify positioning and market mix for each target segment 1.7. Identify outcomes expected from marketing activities
2. Plan marketing activities	2.1. Undertake analysis of collected basic marketing information 2.2. Develop and document work activity plans for marketing activities 2.3. Obtain approval of plans from relevant enterprise personnel
3. Implement marketing activities	3.1. Determine and access resources required for work activities 3.2. Undertake marketing activities within job role 3.3. Assist with assigning responsibilities and functions to relevant personnel performing specific marketing functions 3.4. Monitor marketing activities, and review and amend activity plan as required
4. Review marketing activities	4.1. Measure and record outcomes of marketing activities 4.2. Review marketing activities against expected outcomes and record identified improvements 4.3. Prepare reports of marketing activities and communicate to relevant enterprise personnel

Variable	Range
Need	may be determined by: <ul style="list-style-type: none"> • analysis of sales figures and other performance data • analysis of client information • direction from relevant enterprise personnel • development of new products and services
Marketing activities	may include: <ul style="list-style-type: none"> • attendance at trade shows, conferences and other events • basic advertising • development and distribution of general promotional and informational materials • development and distribution of samples, case studies, testimonials and other evidence of enterprise activity • development of displays and signs • development of media releases, articles and media background information • information sessions for clients, suppliers and stakeholders • online information • telephone promotions
Outcomes	may include: <ul style="list-style-type: none"> • projections for: • potential client enquiries • detailed potential client follow-up • sales and service levels
Analysis	may include: <ul style="list-style-type: none"> • market definition, statistics and basic research • basic market segmentation • target audience profiles
Work activity plans	may include: <ul style="list-style-type: none"> • activity monitoring and evaluation plans • detailed implementation plans covering the how, what and when of activities • financial plans • human resource plans • plans for other required resources • time plans
Relevant enterprise personnel	may include: <ul style="list-style-type: none"> • coordinators • owners • managers • section leaders

	<ul style="list-style-type: none"> • supervisors • team leaders
Resources	<p>may include:</p> <ul style="list-style-type: none"> • finance • human resources • resource contributions from suppliers and partners
Relevant personnel	<p>may include:</p> <ul style="list-style-type: none"> • administrators • copywriters • desktop publishers • external consultants • graphic artists and designers • marketing specialists • printers and sign-writers

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • research into the foundations of marketing practice and how they apply to an organization • planning and implementing marketing activities • reviewing the effectiveness of the marketing plan • recording the activities and processes worked with
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • basic foundations of marketing practices: • concept of marketing • marketing planning process • marketing mix • segmentation • targeting and positioning • key provisions of relevant legislation and industry-specific regulations that may affect aspects of marketing, such as: <ul style="list-style-type: none"> ➤ codes of practice ➤ competition legislation ➤ consumer legislation ➤ environmental issues ➤ ethical principles ➤ OHS legislation ➤ privacy legislation ➤ trade practices legislation ➤ organizational policies and procedures relating to

	<p>marketing</p> <ul style="list-style-type: none"> ➤ specific product knowledge related to products and services being marketed
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • learning skills to: <ul style="list-style-type: none"> ➤ select and use appropriate research methods ➤ review and learn from marketing activities to contribute to the organization's marketing operations • literacy skills to: <ul style="list-style-type: none"> ➤ prepare general information and papers for a target audience ➤ read a variety of texts ➤ write formal and informal letters ➤ planning and organizing skills to develop implementation schedules ➤ problem-solving skills to address issues that may affect plans and their implementation • research skills to: <ul style="list-style-type: none"> ➤ research the concept of marketing ➤ identify profile of marketing segment
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • a workplace or simulated work environment • office equipment and resources • examples of products or services to be marketed • examples of marketing plans, policies and procedures
Methods of Assessment	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of work activity plans for marketing activities • analysis of responses to case studies and scenarios • observation of presentations • oral or written questioning to assess knowledge of marketing techniques and strategies • analysis of documentation outlining the outcomes of marketing activities • review of marketing activity reports
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level IV	
Unit Title	Manage Physical Assets
Unit Code	<u>CST MUS4 14 0912</u>
Unit Descriptor	This unit covers the skills and knowledge required to manage the physical assets within a tourism or hospitality enterprise. It focuses on the skills needed by mainstream managers to pro-actively plan for and manage the acquisition and maintenance of physical assets.

Element	Performance Criteria
1. Develop strategies for systematic maintenance, repair and purchase of physical assets	<p>1.1 Develop strategies for managing physical assets that reflect overall enterprise business and marketing objectives.</p> <p>1.2 Evaluate current and potential financial objectives and constraints in developing asset management strategies.</p> <p>1.3 Integrate all occupational health and safety requirements into physical asset management.</p> <p>1.4 Develop and maintain an accurate and current physical assets register as part of the asset management strategy.</p> <p>1.5 Incorporate maintenance and repair regimes, which minimize disruption and loss of revenue and which involve appropriate specialists.</p> <p>1.6 Integrate the need for environmental sustainability into physical asset management practices.</p>
2. Monitor the condition and performance of physical assets in the workplace	<p>2.1 Establish and implement systems to ensure that the condition and performance of physical assets are regularly reported and discussed within the enterprise.</p> <p>2.2 Establish and implement systems to identify timely replacement of physical assets.</p> <p>2.3 Make assessments of physical asset performance based on safety, operational efficiency and customer service quality.</p> <p>2.4 Identify problems promptly and take appropriate action.</p> <p>2.5 Identify the need for and access specialist assistance when required.</p>
3. Co-ordinate financing of physical assets	<p>3.1 Prepare accurate work or equipment specifications to guide the acquisition process.</p> <p>3.2 Estimate acquisition costs based on evaluation of current, accurate and relevant data, including supplier quotations and estimates.</p> <p>3.3 Make appropriate decisions on the acquisition of physical assets in accordance with enterprise policies and procedures.</p> <p>3.4 Select methods of financing to meet enterprise current financial</p>

	<p>objectives based on an analysis of internal and external</p> <p>3.5 Implement the financing process in consultation with key stakeholders and appropriate financial specialists.</p> <p>3.6 Make and keep accurate records of all financial agreements and related documents.</p>
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Variable	Range
Physical assets	<p>may include:</p> <ul style="list-style-type: none"> • buildings • equipment • fixtures, fittings and furnishings • vehicles • gardens • pools • rides and games
Systems to monitor condition and performance of physical assets	<p>may include:</p> <ul style="list-style-type: none"> • integration of reporting into day-to-day operating procedures • regular management reports • inspections and audits (internal or external) • regular staff feedback • analysis of maintenance costs over a period of time
Current, accurate and relevant data used for estimating costs	<p>may include:</p> <ul style="list-style-type: none"> • quotations from suppliers • current maintenance contracts • published or advertised prices • previous contracts and costs

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • understanding of the financial and legal issues that impact on the management of physical assets • project or work activities that allow the candidate to develop asset management strategies and financing arrangements for a specific business operation • application of current financial data and regulations
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • types of physical assets required within various tourism and hospitality enterprises • maintenance requirements for different types of physical

	<p>assets</p> <ul style="list-style-type: none"> • features and benefits of different financing options for asset acquisition including purchase, lease and hire purchase • features of an assets register • overview of taxation arrangements in relation to the acquisition and disposal of physical assets • specific legislation relevant to the management and maintenance of physical assets (e.g. in relation to vehicles, food production equipment) • environmental standards and requirements in relation to different types of physical asset
Underpinning Skills	<ul style="list-style-type: none"> • ability to plan for and manage the acquisition, maintenance and replacement of physical assets within a specific tourism and hospitality workplace
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Assessment methods must for asset management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.</p> <ul style="list-style-type: none"> • case studies to develop asset acquisition and maintenance strategies for nominated business situations • evaluation of projects conducted by the candidate in conjunction with industry to acquire assets or develop ongoing maintenance strategies • oral or written questions to assess knowledge of financing options and relevant legislation • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Context of Assessment	Competence may be assessed in the workplace or in simulated workplace setting

Occupational Standard: Museum Service Level IV	
Unit Title	Plan and Organize Work
Unit Code	CST MUS4 15 0912
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

Element	Performance Criteria
1. Set objectives	<p>1.1 Objectives are consistent with and linked to work activities in accordance with organizational aims</p> <p>1.2 Objectives are stated as measurable targets with clear time frames</p> <p>1.3 Support and commitment of team members are reflected in the objectives</p> <p>1.4 Realistic and attainable objectives are identified</p>
2. Plan and schedule work activities	<p>2.1 Tasks/work activities to be completed are identified and prioritized as directed</p> <p>2.2 Tasks/work activities are broken down into steps in accordance with set time frames and achievable components</p> <p>2.3 Task/work activities are assigned to appropriate team or individuals in accordance with agreed functions</p> <p>2.4 Resources are allocated as per requirements of the activity</p> <p>2.5 Schedule of work activities is coordinated with personnel concerned</p>
3. Implement work plans	<p>3.1 Work methods and practices are identified in consultation with personnel concerned</p> <p>3.2 Work plans are implemented in accordance with set time frames, resources and standards</p>
4. Monitor work activities	<p>4.1 Work activities are monitored and compared with set objectives</p> <p>4.2 Work performance is monitored</p> <p>4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards</p>

	<p>4.4 Reporting requirements are complied with in accordance with recommended format</p> <p>4.5 Observe timeliness of report</p> <p>4.6 Files are established and maintained in accordance with standard operating procedures</p>
5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information</p> <p>5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to appropriate personnel/authorities</p> <p>5.7 Feedback mechanisms are implemented in line with organization policies</p>

Variable	Range
Objectives	<ul style="list-style-type: none"> • Specific • General
Resources	<ul style="list-style-type: none"> • Personnel • Equipment and technology • Services • Supplies and materials • Sources for accessing specialist advice • Budget
Schedule of work activities	<ul style="list-style-type: none"> • Daily • Work-based • Contractual • Regular
Work methods and practices	<ul style="list-style-type: none"> • Legislated regulations and codes of practice • Industry regulations and codes of practice • Occupational health and safety practices
Work plans	<ul style="list-style-type: none"> • Daily work plans • Project plans • Program plans

	<ul style="list-style-type: none"> • Resource plans • Skills development plans • Management strategies and objectives
Standards	<ul style="list-style-type: none"> • Performance targets • Performance management and evaluation systems • Occupational standards • Employment contracts • Client contracts • Discipline procedures • Workplace assessment guidelines • Internal quality assurance • Internal and external accountability and auditing requirements • Training Regulation Standards • Safety Standards
Appropriate personnel/ authorities	<ul style="list-style-type: none"> • Appropriate personnel include: • Management • Line Staff
Feedback mechanisms	<p>Feedback mechanisms include:</p> <ul style="list-style-type: none"> • Verbal feedback • Informal feedback • Formal feedback • Questionnaire • Survey • Group discussion

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • set objectives • planned and scheduled work activities • implemented work plans • monitored work activities • reviewed and evaluated work plans and activities
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities • Organizations policies, strategic plans, guidelines related to the role of the work unit • Team work and consultation strategies
Underpinning Skills	<p>Demonstrates skill of:</p> <ul style="list-style-type: none"> • Planning • Leading • Organizing

	<ul style="list-style-type: none"> • Coordinating • Communication Skills • Inter-and intra-person/motivation skills • Presentation skills
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped location with necessary tools and equipment as well as consumable materials
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration
Context for Assessment	<p>Competence may be assessed in the workplace or in simulated workplace setting</p>

Occupational Standard: Museum Service Level IV	
Unit Title	Migrate to New Technology
Unit Code	CST MUS4 16 0912
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

Element	Performance Criteria
1. Apply existing knowledge and techniques to technology and transfer	<p>1.1 Situations are identified where existing knowledge can be used as the basis for developing new skills.</p> <p>1.2 New or upgraded technology skills are acquired and used to enhance learning.</p> <p>1.3 New or upgraded equipment are identified, classified and used where appropriate, for the benefit of the organization.</p>
2. Apply functions of technology to assist in solving organizational problems	<p>2.1 Testing of new or upgraded equipment is conducted according to the specification manual.</p> <p>2.2 Features of new or upgraded equipment are applied within the organization</p> <p>2.3 Features and functions of new or upgraded equipment is used for solving organizational problems</p> <p>2.4 Sources of information is accessed and used relating to new or upgraded equipment</p>
3. Evaluate new or upgraded technology performance	<p>3.1 New or upgraded equipment is evaluated for performance, usability and against OHS standards.</p> <p>3.2 Environmental considerations are determined from new or upgraded equipment.</p> <p>3.3 Feedback is sought from users where appropriate.</p>

Variables	Range
Environmental Considerations	May include but is not limited to recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body
Feedback	May include surveys, questionnaires, interviews and meetings.

Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols) • Knowledge of vendor product directions • Ability to locate appropriate sources of information regarding metal manufacturing and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	<ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Demonstration/ Observation with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Museum Service Level IV	
Unit Title	Establish Quality Standards
Unit Code	CST MUS4 17 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Element	Performance Criteria
1. Establish quality specifications for product	<p>1.1 Market specifications are sourced and legislated requirements identified.</p> <p>1.2 Quality specifications developed and agreed upon</p> <p>1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy</p> <p>1.4 Quality specifications are updated when necessary</p>
2. Identify hazards and critical control points	<p>2.1. Critical control points impacting on quality are identified.</p> <p>2.2. Degree of risk for each hazard is determined.</p> <p>2.3. Necessary documentation is accomplished in accordance with organization quality procedures</p>
3. Assist in planning of quality assurance procedures	<p>3.1 Procedures for each identified control point are developed to ensure optimum quality.</p> <p>3.2 Hazards and risks are minimized through application of appropriate controls.</p> <p>3.3 Processes to monitor the effectiveness of quality assurance procedures are developed.</p>
4. Implement quality assurance procedures	<p>4.1 Responsibilities for carrying out procedures are allocated to staff and contractors.</p> <p>4.2 Instructions are prepared in accordance with the enterprise's quality assurance program.</p> <p>4.3 Staff and contractors are given induction training on the quality assurance policy.</p>

	4.4 Staff and contractors are given in-service training relevant to their allocated procedures.
5. Monitor quality of work outcome	<p>5.1 Quality requirements are identified</p> <p>5.2 Inputs are inspected to confirm capability to meet quality requirements</p> <p>5.3 Work is conducted to produce required outcomes</p> <p>5.4 Work processes are monitored to confirm quality of output and/or service</p> <p>5.5 Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements</p> <p>6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements</p> <p>6.3 Corrective action is taken within level of responsibility, to maintain quality standards</p> <p>6.4 Quality issues are raised with designated personnel</p>
7. Report problems that affect quality	<p>7.1 Recognize potential or existing quality problems.</p> <p>7.2 Identify instances of variation in quality from specifications or work instructions.</p> <p>7.3 Report variation and potential problems to supervisor/manager according to enterprise guidelines.</p>

Variable	Range
Sourced	<ul style="list-style-type: none"> • End-users • Customers or stakeholders
Legislated requirements	<ul style="list-style-type: none"> • Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.
Safety procedures.	<ul style="list-style-type: none"> • Use of tools and equipment for fabrication/production/manufacturing works • Workplace environment and handling of material safety, • Following occupational health and safety procedures designated for the task • Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works

Evidence Guide	
Critical Aspect of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Monitored quality of work • Established quality specifications for product • Participated in maintaining and improving quality at work • Identified hazards and critical control points in the production of quality product • Assisted in planning of quality assurance procedures • Reported problems that affect quality • Implemented quality assurance procedures
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • work and product quality specifications • quality policies and procedures • improving quality at work • hazards and critical points of operation • obtaining and using information • applying federal and regional legislation within day-today work activities • accessing and using management systems to keep and maintain accurate records • requirements for correct preparation and operation • technical writing
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • monitoring quality of work • establishing quality specifications for product • participating in maintaining and improving quality at work • identifying hazards and critical control points in the production of quality product • assisting in planning of quality assurance procedures • reporting problems that affect quality • implementing quality assurance procedures
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped environment with necessary tools and equipment as well as consumable materials
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/ Written exam / Oral questioning • Observation/Demonstration
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting</p>

Occupational Standard: Museum Service Level IV	
Unit Title	Develop Individuals and Team
Unit Code	CST MUS4 18 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Element	Performance Criteria
1. Provide team leadership	<p>1.1 Learning and development needs are systematically identified and implemented in line with organizational requirements</p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning process</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards</p> <p>2.2 Learning delivery methods are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p>

	3.4 Records and reports of Competence are maintained within organizational requirement
4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team 4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3 Mutual concern and camaraderie are developed in the team
5. Facilitate accomplishment of organizational goals	5.1 Team members actively participated in team activities and communication processes 5.2 Teams members developed individual and joint responsibility for their actions 5.3 Collaborative efforts are sustained to attain organizational goals

Variable	Range
Learning and development needs	<ul style="list-style-type: none"> • Coaching, monitoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance evaluation • Workplace skills assessment • Recognition of prior learning
Organizational requirements	<ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<ul style="list-style-type: none"> • Formal/informal performance evaluation • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	<ul style="list-style-type: none"> • On the job coaching or monitoring • Problem solving

	<ul style="list-style-type: none"> • Presentation/demonstration • Formal course participation • Work experience and involvement in professional networks • Conference and seminar attendance
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • identified and implemented learning opportunities for others • gave and received feedback constructively • facilitated participation of individuals in the work of the team • negotiated plans to improve the effectiveness of learning • prepared learning plans to match skill needs • accessed and designated learning opportunities
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • coaching and monitoring principles • understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • understanding how to facilitate team development and improvement • understanding methods and techniques to obtain and interpreting feedback • understanding methods for identifying and prioritizing personal development opportunities and options • knowledge of career paths and competence standards in the industry
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • reading and understanding a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • communication including receiving feedback and reporting, maintaining effective relationships and conflict management • planning skills to organize required resources and equipment to meet learning needs • coaching and mentoring skills to provide support to colleagues • reporting to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation to conduct small group training sessions • relating to people from a range of social, cultural, physical and mental backgrounds

Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	Competence may be accessed through: <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Museum Service Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	CST MUS4 19 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Element	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Represent the organization	3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is clear and sequential and delivered within a predetermined time 3.3 Appropriate media is utilized to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is consistent with organizational

	standards 3.6 Inquiries are responded in a manner consistent with organizational standard
4. Facilitate group discussion	4.1 Mechanisms which enhance effective group interaction are defined and implemented 4.2 Strategies which encourage all group members to participate are used routinely 4.3 Objectives and agenda for meetings and discussions are routinely set and followed 4.4 Relevant information are provided to group to facilitate outcomes 4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 4.6 Specific communication needs of individuals are identified and addressed
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in interview situations 5.2 Records of interviews are made and maintained in accordance with organizational procedures 5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated

Variable	Range
Strategies	<ul style="list-style-type: none"> • Recognizing own limitations • Utilizing techniques and aids • Providing written drafts • Verbal and non verbal communication
Effective group interaction	<ul style="list-style-type: none"> • Identifying and evaluating what is occurring within an interaction in a non-judgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Types of Interview	<ul style="list-style-type: none"> • Related to staff issues • Routine • Evidential • Non-disclosure

	<ul style="list-style-type: none"> • Confidential • Disclosure
Interview situations	<ul style="list-style-type: none"> • Establish rapport • obtain facts and information • Facilitate resolution of issues • Develop action plans • Diffuse potentially difficult situation

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • Demonstrated effective communication skills with clients and work colleagues accessing service • Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
Underpinning Knowledge and Values	Demonstrates knowledge of: <ul style="list-style-type: none"> • communication process • dynamics of groups and different styles of group leadership • communication skills relevant to client groups
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • full range of communication techniques including: <ul style="list-style-type: none"> ➤ active listening ➤ feedback ➤ interpretation ➤ role boundaries setting ➤ negotiation ➤ establishing empathy ➤ communication strategies • communication required to fulfill job roles as specified by the organization
Resource Implications	Access to appropriate workplace where assessment can take place
Methods of Assessment	Competence may be assessed through <ul style="list-style-type: none"> • Direct observation / demonstration • Oral Interview
Context for Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Museum Service Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	CST MUS4 20 0912
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Element	Performance Criteria
1. Identify daily work requirements	1.1 Work requirements for a given time period are identified taking into consideration resources and constraints 1.2 Work activities are prioritized based on business needs, requirements and deadlines 1.3 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency
2. Monitor and manage work	2.1 People, resources and/or equipment are coordinated to provide optimum results 2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to business goals or timelines 2.3 Problem solving techniques are applied to work situations to overcome difficulties and achieve positive outcomes
3. Develop effective work habits	3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate time management strategies 3.2 Input from internal and external sources is sought and used to develop and refine new ideas and approaches 3.3 Business or inquiries are responded to promptly and effectively 3.4 Information is presented in a format appropriate to the industry and audience
4. Interpret financial information	4.1 Relevant documents and reports are identified 4.2 Documents and reports are read and understood and any implications discussed with appropriate persons 4.3 Data and numerical calculations are analyzed, checked, evaluated, organized and reconciled 4.4 Daily financial records and cash flow are maintained correctly and in accordance with legal and accounting requirements 4.5 Invoices and payments are prepared and distributed in a timely manner and in accordance with legal requirements

	4.6 Outstanding accounts are collected or followed-up on
5. Evaluate work performance	<p>5.1 Opportunities for improvements are monitored according to business demands</p> <p>5.2 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements</p> <p>5.3 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation</p> <p>5.4 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions</p>

Variable	Range
Resources may include:	<ul style="list-style-type: none"> • staff • money • time • equipment • space
Business goals may include:	<ul style="list-style-type: none"> • sales targets • budgetary targets • team and individual goals • production targets • reporting deadlines
Problem solving techniques may include:	<ul style="list-style-type: none"> • gaining additional research and information to make better informed decisions • looking for patterns • considering related problems or those from the past and how they were handled • eliminating possibilities • identifying and attempting sub-tasks • collaborating and asking for advice or help from additional sources
Time management strategies may include:	<ul style="list-style-type: none"> • prioritizing and anticipating • short term and long term planning and scheduling • creating a positive and organized work environment • clear timelines and goal setting that is regularly reviewed and adjusted as necessary • breaking large tasks into smaller tasks • getting additional support if identified and necessary
Internal and external sources may include:	<ul style="list-style-type: none"> • staff and colleagues • management, supervisors, advisors or head office • relevant professionals such as lawyers, accountants, management consultants • professional associations

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • ability to identify daily work requirements and allocate work appropriately • ability to interpret financial documents in accordance with legal requirements
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • Federal and regional Government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity, industrial relations and anti-discrimination • technical or specialist skills relevant to the business operation • relevant industry code of practice • planning techniques to establish realistic timelines and priorities • identification of relevant performance measures • quality assurance principles and methods • relevant marketing, management, sales and financial concepts • methods for monitoring performance and implementing improvements • structured approaches to problem solving, idea management and time management
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpret legal requirements, company policies and procedures and immediate, day-to-day demands • communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • numeracy skills for performance information, setting targets and interpreting financial documents and reports • technical and analytical skills to interpret business document, reports and financial statements and projections • ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • problem solving skills to develop contingency plans • using computers and software packages to record and manage data and to produce reports • evaluation skills for assessing work and outcomes • observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace documentation, financial records,

	and equipment
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written exam • Observation/Demonstration with Oral questioning
Context for Assessment	Competence may be assessed in the workplace or in a simulated work environment

Occupational Standard: Museum Service Level IV	
Unit Title	Manage Continuous Improvement System
Unit Code	CST MUS4 21 1012
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

Elements	Performance Criteria
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance of key systems and processes 1.2 Undertake detailed analyses of supply chains, operational and product/service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyze performance reports and variance from plans for all key result areas of the organization 1.5 Identify and analyze changing trends and opportunities relevant to the organization 1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2 Foster creative climate and organizational learning through the promotion of interaction within and between work groups 2.3 Encourage, test and recognize new ideas and entrepreneurial behavior where successful 2.4 Accept failure of an idea during trialing, and recognize, celebrate and embed success into systems 2.5 Undertake risk management and cost benefit analyses

	for each option/idea approved for trial
	2.6 Approve innovations through agreed organizational processes
3. Implement innovative processes	<p>3.1 Promote continuous improvement as an essential part of doing business</p> <p>3.2 Address impact of change and consequences for people, and implement transition plans</p> <p>3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation</p> <p>3.4 Implement contingency plans in the event of non-performance</p> <p>3.5 Follow-up failure by prompt investigation and analysis of causes</p> <p>3.6 Manage emerging challenges and opportunities effectively</p> <p>3.7 Evaluate continuous improvement systems and processes regularly</p> <p>3.8 Communicate costs and benefits of innovations and improvements to all relevant groups and individuals</p>

Variable	Range
Sustainability may include:	<ul style="list-style-type: none"> • addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organization's standing in business and community environments • determining organization's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprint • implementing environmental management systems, e.g.

	<p>ISO 14001:1996 Environmental management systems life cycle analyses</p> <ul style="list-style-type: none"> • implementing government initiatives, • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program - a cultural change program • introducing green purchasing • introducing national and international reporting initiatives, • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain
Supply chains include:	<ul style="list-style-type: none"> • network of facilities that procures raw materials, transforms them into intermediate products or services and then finished goods or service, and delivers them through a distribution system • procurement, production and distribution, viewed as interlinked not as discrete elements
Performance reports may include:	<ul style="list-style-type: none"> • budget or cost variance • customer service • environmental • financial • OHS • quality • other operating parameters

Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the
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	<p>organization</p> <ul style="list-style-type: none"> • how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business • knowledge of quality management and continuous improvement theories
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • quality management and continuous improvement theories • creativity/innovation theories/concepts • risk management • cost-benefit analysis methods • creativity and innovation theories and concepts • organizational learning principles • quality management and continuous improvement theories • risk management • sustainability practices
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • analytical skills to identify improvement opportunities in relation to • the services/products delivered or concepts/ideas developed • flexibility and creativity skills to think laterally • leadership skills to foster a commitment to quality and an openness to innovation • teamwork and leadership skills to foster a commitment to quality and an openness to innovation
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • appropriate documentation and resources normally used in the workplace
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management • evaluation of strategies established to monitor and evaluate

	<p>performance of key systems and processes</p> <ul style="list-style-type: none"> • review of briefing of groups on performance improvement strategies and innovation <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess essential knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

NTQF Level V

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Occupational Standard: Museum Service Level V	
Unit Title	Establish and Maintain a Safe And Secure Workplace
Unit Code	<u>CST MUS5 01 0912</u>
Unit Descriptor	This unit covers the skills and knowledge required by individuals responsible for managing the occupational health and safety policy and procedures for a small organization or for a section of a larger organization. It focuses on the establishment and monitoring of frameworks, systems and procedures

Element	Performance Criteria
1. Establish and maintain a framework for occupational health and safety in the area of responsibility	1.1 Develop and clearly articulate health, safety and security policies in relevant policy documents 1.2 Define and allocate health and safety responsibilities clearly, including relevant information in job descriptions and duty statements 1.3 Identify, seek or provide adequate financial and human resources to address workplace safety issues 1.4 Provide and explain information on occupational health and safety systems and procedures in a form readily accessible to employees 1.5 Develop and implement an occupational health and safety training program 1.6 Establish and monitor a system for keeping occupational health and safety records
2. Establish and maintain participative arrangements for the	2.1 Establish and maintain appropriate consultative processes 2.2 Resolve issues raised through participation and consultation and resolve them promptly and effectively 2.3 Provide information about the outcomes of participation and consultation in a manner accessible to employees

management of occupational health and safety	
3. Establish and maintain procedures for identifying, assessing and	<p>3.1 Identify and assess existing and potential hazards in the workplace</p> <p>3.2 Develop procedures for ongoing identification, assessment and control of risks and integrate this within work systems and procedures</p> <p>3.3 Develop and implement measures to control assessed risks, including interim solutions where necessary</p> <p>3.4 Monitor activities to ensure that procedures for risk assessment and control are adopted</p> <p>3.5 Address the issues of hazard identification, risk assessment and control at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created</p> <p>3.6 Assess and control risks presented by identified hazards in accordance with OHS legislation and codes of practice controlling hazards and risks</p>
4. Evaluate the organization's health and safety system	<p>4.1 Assess the effectiveness of the occupational health and safety system and related policies, procedures and programs, in accordance with the organization's aims with respect to occupational health and safety</p> <p>4.2 Develop and implement improvements to the occupational health and safety system to ensure more effective achievement of the organization's aims with respect to occupational health and safety</p> <p>4.3 Assess compliance with occupational health and safety legislation and codes of practice to ensure that legal occupational health and safety standards are maintained as a minimum</p>

Variable	Range
This competency is to be exhibited in accordance with all relevant	<ul style="list-style-type: none"> Federal State OHS Acts, regulations and codes of practice general duty of care under federal / State legislation and common law

<p>occupational health and safety legislation, particularly:</p>	<ul style="list-style-type: none"> • requirements for the maintenance and confidentiality of records of occupational injury and disease • provision of information and training • regulations and codes of practice relating to hazards present in the work area • health and safety representatives and/or occupational • health and safety committees and issue resolution
<p>Relevant workplace procedures may be:</p>	<ul style="list-style-type: none"> • formally documented or communicated verbally • general to the management of the enterprise such as • job procedures and work instructions • maintenance of plant and equipment • purchasing of supplies and equipment • Specific to OHS, e.g. <ul style="list-style-type: none"> ➤ emergency response ➤ providing OHS information ➤ OHS training ➤ OHS consultation and participation ➤ incident investigation ➤ issue resolution ➤ OHS record keeping • identifying hazards, e.g. inspections <ul style="list-style-type: none"> ➤ assessing risks ➤ controlling risks
<p>Information</p>	<p>may cover the following areas:</p> <ul style="list-style-type: none"> • the induction of new workers • the nature of work and tasks, procedures and the limits to worker authority • hazards and risk management procedures • assistance with work tasks • direct supervision where necessary, eg of inexperienced workers • legislation and codes of practice, eg relating to hazards in the work area • consultation with health and safety representatives

Participative arrangements	<p>may include:</p> <ul style="list-style-type: none"> • formal and informal meetings • OHS committees other committees, e.g. consultative, planning, purchasing • health and safety representatives
Identifying hazards	<p>May include activities associated with:</p> <ul style="list-style-type: none"> • audits • workplace inspections • housekeeping • job and work system assessment • OHS record keeping • maintenance of plant and equipment • purchasing of supplies and equipment • identifying employee concerns • planning or implementing alterations to site, plant, operations or work systems
Controlling risks	<p>May include actions such as:</p> <ul style="list-style-type: none"> • measures to remove the cause of a risk at its source • application of the hierarchy of control, namely • elimination of the risk • engineering controls • administrative controls • personal protective clothing and equipment • consultation with workers and their representatives
Hazardous events	<p>May include:</p> <ul style="list-style-type: none"> • accidents • fires and explosions • emergencies, e.g. chemical spills • bomb scares • crowd-related risks • deranged customers • equipment failure • weather emergencies
Procedures	<p>may include:</p> <ul style="list-style-type: none"> • evacuation • chemical containment

	<ul style="list-style-type: none"> • First Aid • accident/incident reporting and investigation
OHS training	<p>may include:</p> <ul style="list-style-type: none"> • induction training • specific hazard training • specific task or equipment training • emergency and evacuation training • training as part of broader programs, e.g. equipment operation
OHS records may include:	<ul style="list-style-type: none"> • OHS audits and inspection reports • workplace environmental monitoring and health • surveillance and records • records of instruction and training • manufacturer and supplier information, including material • safety data sheets and dangerous goods storage lists • hazardous substances registers • maintenance and testing reports • workers compensation and rehabilitation records First • Aid/medical post records

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • knowledge and understanding of laws, regulations and industry guidelines relating to OHS in the workplace, particularly how employer general duty of care can be met • ability to analyze the working environment in order to • identify hazards, assess risks and design and implement • appropriate OHS management systems • ability to assess the resources needed to establish and • maintain OHS management systems, including a range of • risk control measures • development of policies, systems and procedures for a nominated workplace, activity or project and • implementation within an operational environment, e.g. for

	<ul style="list-style-type: none"> • a production project • project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed • involvement of a team operating in a specified workplace for which the candidate establishes and monitors health and safety
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • general knowledge of relevant OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities • detailed knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g. Screen Producers' Association, Safety Guidelines for the Entertainment Industry, Film Industry Recommended Safety Code and Safety Guidance Notes • principles and practices of effective OHS management, e.g.: <ul style="list-style-type: none"> ➢ Element of an effective OHS management system ➢ appropriate links to other management systems ➢ the hierarchy of control measures ➢ participation and consultation over OHS ➢ incident and accident investigation ➢ the role of technical information or experts in designing control measures,-monitoring systems and health surveillance • risk management approaches • hazards and associated risks which exist in the enterprise • and: <ul style="list-style-type: none"> • the range of control measures available for these hazards • considerations for choosing between different control measures, e.g. possible inadequacies with particular control measures • considerations regarding when to seek expert advice • organizational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including systems and procedures for: <ul style="list-style-type: none"> ➢ keeping the organization abreast of developments on OHS

	<p>(law, control measures, hazards) notification and reporting</p> <ul style="list-style-type: none"> ➤ communicating to the organization about OHS ➤ consulting about and participating in OHS management ➤ identifying and reporting on hazards, e.g. through audits, inspections ➤ assessing risks ➤ controlling risks ➤ monitoring risk control measures ➤ reporting on financial, technical and other resource needs ➤ responding to and dealing with hazardous events ➤ OHS training ➤ OHS record keeping and collection and use of OHS related data <ul style="list-style-type: none"> • how the characteristics and composition of the workforce impact on OHS management, including: <ul style="list-style-type: none"> ➤ literacy ➤ communication skills ➤ cultural background ➤ gender ➤ workers with disabilities ➤ other organizational systems, policies and procedures relevant to OHS management, including: <ul style="list-style-type: none"> ➤ business planning (especially new technology, organizational change) ➤ purchasing ➤ maintenance ➤ training ➤ consultation ➤ human resource management
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • report/proposal writing skills • networks and stakeholders in the relevant areas of the arts • communication skills in relation to consulting with others on concepts and ideas • research and analytical skills
Resources Implication	<p>Assessment of this unit requires access to:</p> <ul style="list-style-type: none"> • relevant OHS legislation, regulations and codes of practices

	<ul style="list-style-type: none"> organization's occupational health and safety policies and procedures
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> evaluation of reports prepared by the candidate detailing how OHS policies, systems and procedures were established and monitored in a given project evaluation of projects conducted by the candidate to develop policies, systems and procedures for health and safety case studies and problem-solving exercises to develop OHS policies, systems and procedures in response to different workplace situations review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate <p>Assessment methods should closely reflect workplace demands and the needs of particular groups (eg people with disabilities,)</p>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Develop Concepts for Arts Organizations or Projects
Unit Code	CST MUS5 02 0912
Unit Descriptor	This unit covers the skills and knowledge to develop concepts for arts organizations or for specific arts projects. It includes the need for concept generation, communication and consultation on the concept, and development of the concept to a pre-operational stage. Concepts may be required for a wide range of purposes including programs, events, exhibitions or administrative structures. This work would usually be carried out autonomously and may include responsibility for others.

Element	Performance Criteria
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1. Clarify context for the concept	<p>1.1 Investigate and clarify the overall purpose for the concept</p> <p>1.2 Investigate and clarify initial possibilities for realizing the concept</p> <p>1.3 Refine and clarify the key objectives for the concept in consultation with relevant colleagues and stakeholders</p>
2. Generate concept	<p>2.1 Generate a range of different, innovative and creative approaches for the concept</p> <p>2.2 Review different approaches for technical feasibility, innovation, creativity and acceptance to client/audience</p> <p>2.3 Identify potential constraints and assess their impact on the concept</p> <p>2.4 Take account of social, ethical and environmental impacts in generating the concept</p> <p>2.5 Select possible approaches that meet the key objectives, and draft proposals in an appropriate format</p>
3. Consult on concept	<p>3.1 Identify key stakeholders with whom consultations should be held, including the need for expert advice</p> <p>3.2 Develop and implement an appropriate consultation strategy</p> <p>3.3 Establish commitment and support for the proposed concept</p>
4. Adjust and refine concept	<p>4.1 Determine advantages and disadvantages of different approaches based on consultation, creativity and operational feasibility</p> <p>4.2 Evaluate concept and select final approach to meet the desired outcome</p>
5. Develop concept to pre-operational stage	<p>5.1 Develop specifications or initial plans for the implementation of the concept, including information on resources, technical and other operational requirements</p> <p>5.2 Present or communicate specifications or plans to relevant parties for approval, funding or endorsement</p>

Variable	Range
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Concepts	<p>may be developed for a wide range of purposes within an arts context including:</p> <ul style="list-style-type: none"> • the creation of an arts organization • exhibitions • public programs • festivals • administration • management structures • creative policy • funding sources • marketing approaches
Concept constraints	<p>may relate to:</p> <ul style="list-style-type: none"> • timing • financial or other resource constraints • technical feasibility • philosophy/vision of the organization • community context • profit requirements
Key stakeholders	<p>may include:</p> <ul style="list-style-type: none"> • existing staff or management • potential audience groups • potential exhibitors or user groups • financial contributors to the organization • government representatives • policy makers • nominations or representatives from other organizations • boards or committees • reference groups
Appropriate formats for proposals	<p>may include:</p> <ul style="list-style-type: none"> • briefs • technical specifications • reports • submissions for funding

Consultation strategy	<p>May include:</p> <ul style="list-style-type: none"> • internal communications • mail outs • advertising • interviewing • presentations • discussions • press releases • telephone campaigns • distribution of policy documents/reports
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • development of a concept for an arts organization or project which meets overall objectives • communication skills demonstrated through effective consultation processes • practical demonstration of skills through the development of a concept for an arts organization or project to meet a specific industry need • consultation/interaction with others to reflect the communication aspects of this unit
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • in-depth industry knowledge of the relevant area of the arts • technical knowledge sufficient to inform realistic concept development to a pre-operational stage • appropriate ways of documenting different types of arts concepts/ proposal
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • report/proposal writing skills • networks and stakeholders in the relevant areas of the arts • communication skills in relation to consulting with others on concepts and ideas] • research and analytical skills

Resources Implication	Assessment of this unit requires access to the materials resources and equipment needed to develop concepts, e.g. relevant documentation
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • evaluation of concept proposals and specifications developed by the candidate • evaluation of reports prepared by the candidate detailing • approaches to concept development, challenges faced and how these were addressed • case studies to assess ability to apply the concept • development process to different situations and contexts • review of portfolios of evidence • third party workplace reports of performance by the candidate <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities,).</p>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Integrate Knowledge of Creative and Technical Production into Management Processes

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Unit Code	<u>CST MUS5 03 0912</u>
Unit Descriptor	This unit covers the skills and knowledge required to integrate knowledge of both the creative and technical aspects of live event production into overall production and event management processes. It is particularly important for event managers who need to work with creative and technical personnel in the realization of any production.

Element	Performance Criteria
1. Assess key creative and technical production aspects	1.1 Identify the major creative and technical aspects of a production and the relevant personnel with whom liaison is required 1.2 Interpret production documentation correctly to inform assessment of creative and technical production needs
2. Integrate knowledge of creative and technical production into work activities	2.1 Liaise with creative and technical personnel in a manner which establishes trust and rapport and shows an understanding of all areas of the production 2.2 Use knowledge of creative and technical aspects to participate in production decisions and facilitate outcomes which balance different production needs 2.3 Take account of creative and technical needs in the planning and implementation of projects
3. Update creative and technical production knowledge	3.1 Identify and use opportunities to update knowledge of current and emerging creative and technical trends 3.2 Incorporate updated knowledge appropriately into work activities

Variable	Range
Creative aspects of a production	may include: <ul style="list-style-type: none"> • design processes for major production aspects, including sets, lighting, sound and costume • the roles and working methods of creative personnel, e.g. director, designers, performers • cultural issues

Technical aspects of a production	<p>may include:</p> <ul style="list-style-type: none"> • lighting • audio • audiovisual • staging
Production documentation	<p>may include:</p> <ul style="list-style-type: none"> • scripts • designs and plans, e.g. lighting, costume, sound • cue sheets
Ways of establishing trust and rapport with creative and technical personnel	<p>may include:</p> <ul style="list-style-type: none"> • demonstrating a broad understanding of technical or creative issues • ensuring currency of knowledge in relation to progress of technical or creative aspects • pro-actively working with colleagues to identify key technical or creative issues and challenges • acknowledging the importance of creative or technical expertise in the overall event management process
Opportunities to update knowledge may include:	<ul style="list-style-type: none"> • informal discussions with colleagues • industry seminars • formal and informal research • Internet

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • current knowledge of the way in which the creative and technical aspects of a production are realized, including key roles and responsibilities of different personnel • effective use of knowledge within the planning or management of an event production
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • general knowledge of technical and creative aspects of live production including • key roles and responsibilities • technical terminology used in each area • the design development realization process

	<ul style="list-style-type: none"> • the interrelationship between different production areas, including typical challenges • types of production and event management processes and techniques which foster an integrated approach • issues associated with balancing different production needs • current industry trends in relation to creative and technical production
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • application of knowledge to specific event and production management contexts, i.e. the management of a production event
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • evaluation of the management of an event for which the candidate has been responsible • case studies to assess ability to integrate knowledge of creative and technical components into other management processes • oral or written questioning to assess knowledge of creative and technical issues • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level V	
Unit Title	Develop and Update Event Industry Knowledge
Unit Code	<u>CST MUS5 04 0912</u>
Unit Descriptor	This unit describes the skills and knowledge required to develop and update general knowledge of the meetings and events industry including industry structure, legal issues and current technology. This knowledge underpins effective performance in all meeting and event organization and management roles.

Element	Performance Criteria
1. Source and apply information on the structure and operation of the event industry	<p>1.1 Identify sources of information on the event industry correctly including information relating to:</p> <ul style="list-style-type: none"> 1.1.1 industry structure 1.1.2 different event types and staging Element 1.1.3 event protocols 1.1.4 major industry bodies/associations 1.1.5 impacts of events on local economies 1.1.6 career opportunities <p>1.2 Use knowledge of the event industry in the correct context to enhance the quality of work performance.</p>
2 Source and apply information on ethical and legal issues for the event industry	<p>2.1 Obtain information on legal and ethical issues to assist effective work performance.</p> <p>2.2 Conduct day-to-day event organization activities in accordance with legal obligations and ethical industry practices.</p>
3 Source and apply information on event industry technology	<p>3.1 Obtain information on current and emerging technologies that impact on the event organization process.</p> <p>3.2 Assess the potential effects of different technologies on the event organization process.</p> <p>3.3 Apply knowledge of current and emerging technology in day-to-day work activities.</p>

4 Update event industry knowledge	<p>4.1 Identify and use a range of opportunities to update knowledge of the events industry.</p> <p>4.2 Monitor current issues of concern to the industry.</p> <p>4.3 Share updated knowledge with customers and colleagues as appropriate, and incorporates into day-to-day work activities.</p>
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Variable	Range
Events	<p>refers to all types of events including:</p> <ul style="list-style-type: none"> • conferences • symposia • exhibitions • festivals • promotions • shows • sporting events • parades • cultural celebrations • trade and consumer shows • social events • public events • corporate events • charitable, fund-raising events
Opportunities to update knowledge	<p>may include:</p> <ul style="list-style-type: none"> • industry seminars • training courses • industry association membership • participation in events industry association activities • informal networking with colleagues • reading industry journals • web research
Ethical industry practices in the context of events	<p>may include:</p> <ul style="list-style-type: none"> • commission procedures • bookings at venues • confidentiality

	<ul style="list-style-type: none"> • overbooking • sub-contracting • pricing
Legal issues in the context of events may include	<ul style="list-style-type: none"> • public liability • duty of care • licensing • risk management • occupational health and safety
Technologies that impact on the event organization process	<p>may relate to:</p> <ul style="list-style-type: none"> • project management systems • delegate registration and tracking systems • CAD systems • Internal venue booking systems.

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • general knowledge of the events industry as listed under • Essential Knowledge and Skills • understanding of how industry knowledge can be applied to work activities to maximize effective performance • knowledge of ways to maintain currency of knowledge
Underpinning Knowledge and Attitudes	<p>main types of events as listed in the Range Statement including the following for different event types:</p> <ul style="list-style-type: none"> • objectives/roles • scope • nature of audience • key stakeholders • key Element of staging an event • structure and function of the events industry, including: • relationships between the events industry and other • industries such as tourism, hospitality and • entertainment • businesses and organizations involved in the industry • key motivations for hosting events • the role and impact of events on local economies • legal and ethical issues that impact on event

	<ul style="list-style-type: none"> • management including overview of relevant legislation • current and emerging technology for different aspects of the event management process
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • maximize effective performance • maintain currency of knowledge
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • case studies and problem solving to assess application of knowledge to different event organization situations and contexts • questions to assess knowledge of different aspects of the events industry as detailed in the Evidence Guide • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level V	
Unit Title	Develop an Event Concept
Unit Code	<u>CST MUS5 05 0912</u>
Unit Descriptor	This unit covers the skills and knowledge required to develop the overall concept, theme and format for a major event comprising multiple components. An event manager would generally undertake this process at the commencement of the event management cycle in consultation with key stakeholders. Sometimes the concept development phase is undertaken as part of the event bidding process. Event bids and proposals are covered in Plan and develop event proposals and bids.

Element	Performance Criteria
1. Identify overall event objectives and scope	<p>1.1 Clarify and agree the key objectives of the event in consultation with stakeholders.</p> <p>1.2 Analyze key information and consult with stakeholders to determine the broad scope of the event including indicators for:</p> <ul style="list-style-type: none"> 1.2.1 size and numbers of guests/delegates 1.2.2 audience/participant needs 1.2.3 location (s) 1.2.4 duration 1.2.5 financial investment and other resourcing issues <p>1.3 Identify and analyze internal and external factors which may impact on the event.</p>

2. Establish event concept theme and format	<p>2.1 Develop an overall event concept, theme and format which reflects key objectives and meets the needs of the potential audience.</p> <p>2.2 Incorporate creative Element into the event concept and theme.</p> <p>2.3 Verify the operational practicality and cohesiveness of the concept, theme and format through consultation and analysis.</p> <p>2.4 Develop a summary of key logistical requirements based on the overall concept, theme and format.</p> <p>2.5 Provide accurate and complete information on the concept, theme and format to all relevant stakeholders to facilitate timely and effective planning and implementation.</p> <p>2.6 Obtain approval from relevant stakeholders prior to implementation.</p>
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Variable	Range
A major event comprising multiple components	<p>Must include:</p> <ul style="list-style-type: none"> • multiple contractors • substantial catering (i.e. not simply an afternoon tea) • multiple speakers, performers or exhibitors • requirement for display, decoration or theming
Key staging requirements that must relate to the event concept, theme and format	<p>may include:</p> <ul style="list-style-type: none"> • venue decoration • talent • stage set-up and design • catering • technical effects (e.g. sound, lighting, audio-visual) • collateral materials
Internal and external factors to be assessed	<p>may include:</p> <ul style="list-style-type: none"> • resource availability (e.g. human, financial, physical) • potential for attraction of additional resources (e.g. sponsorship, co-hosting) • level of management commitment • restrictions on lead-time • potential levels of participation and interest • competitive environment • timing and duration factors (e.g. impact of public holidays and

	<p>other public events)</p> <ul style="list-style-type: none"> • potential contributors • talent requirements • climate • access factors • marketing and promotional issues (e.g. potential for media coverage)
Stakeholders	<p>may include:</p> <ul style="list-style-type: none"> • event principal • local community • organizing committees • local authorities • customers • colleagues • staging contractors • entertainers

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • ability to develop a concept and format that reflects event objectives, is operationally practical and which results in the achievement of objectives • knowledge of typical formats for different styles of events • knowledge of the creative options to be considered when developing an event concept • development of an event concept, theme and format for a specified need
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • key stakeholders for different types of event • internal and external factors to be considered when developing an event concept • key management issues that impact on development of an event concept • creative options for different types of event • technical and staging options for different types of event

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • develop format that reflects event objectives, is operationally practical and which results in the achievement of objectives
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • and interaction with event industry suppliers • involvement of and interaction with an event principal or organizing group
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • case studies to develop concepts, themes and formats for different types of event • evaluation of concept, theme and format through a candidate presentation or "bid" for an event • oral or written questions to assess knowledge of the range of key market factors and management issues to be considered in the concept development phase • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level V	
Unit Title	Plan Event Touring
Unit Code	<u>CST MUS5 06 0912</u>
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to coordinate arrangements for a travelling event. The unit focuses only on the specific skills and knowledge required for touring, and would always be combined with other technical/industry specific units in the workplace, e.g. collection management, exhibition development, event management.</p> <p>This unit applies to individuals working in any industry context who coordinate the planning of any type of touring event. It is particularly relevant to the cultural, hospitality, sport and tourism sectors, and to event managers who work across all industry sectors.</p> <p>A touring event is defined as one where the same event is staged</p>

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	<p>at multiple locations.</p> <p>Events are defined very broadly and may include exhibitions, promotional events, seminars or conferences, cultural productions, concerts or sporting events.</p> <p>Highly developed planning and organizational skills are required in this unit. Individuals operating with a significant level of autonomy, often with management responsibility, undertake this role.</p>
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Element	Performance Criteria
1. Identify and assess touring requirements	1.1 Identify and source relevant information to inform tour planning , including information on touring venues/locations 1.2 Evaluate information to determine <i>specific touring needs</i> 1.3 Assess relevant scheduling, budget and workflow issues 1.4 Liaise with relevant colleagues and stakeholders as required to discuss and agree on specific touring needs
2. Plan and organize touring arrangements	2.1 Make plans for touring in accordance with agreed approach and resource allocations 2.2 Integrate legal and occupational health and safety requirements into the planning process 2.3 Create clear and appropriate action plans including allocation of resources and responsibilities 2.4 Monitor touring arrangements in accordance with timelines, budget and quality requirements 2.5 Create accurate documentation on touring requirements to allow for easy interpretation by others
3. Liaise with others on touring requirements	3.1 Prepare and distribute documentation relating to tour requirements to appropriate stakeholders, including touring venue personnel as required 3.2 Make and confirm agreements on touring arrangements in the appropriate format within scope of individual responsibility 3.3 Provide accurate and current advice on touring arrangements to relevant stakeholders
4. Evaluate touring arrangements	4.1 Identify and agree appropriate evaluation mechanism for touring arrangements 4.2 Evaluate effectiveness of touring arrangements in accordance with agreed mechanisms

	4.3 Incorporate results of evaluation into future planning and work practice
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Variable	Range
Relevant information to inform tour planning may include:	<ul style="list-style-type: none"> • existing tour schedule • touring objectives • available budget • venue/site layout and dimensions • technical specifications, e.g. power capacity • access information (hours, truck access, parking, traffic) • amenities and facilities • transport options/limitations • special needs of materials e.g. special transport or • packing requirements
Specific touring needs will vary according to the area of work and may include:	<ul style="list-style-type: none"> • transport (air, sea, land) • travel and accommodation (for travelling personnel, cast etc) • additional equipment • personnel requirements • adaptation of physical items (displays, • adaptation of information materials (interpretive materials, • audience handouts, electronic presentations) • special packing or transportation (for cultural material, support materials etc.) • insurance requirements • promotional activities • publicity arrangements (interviews, publicity with local media) • special financial arrangements (petty cash, banking arrangements) • liaison with host organizations/venues • need for specialist advice or assistance

<p>Relevant colleagues and stakeholders</p>	<p>may include:</p> <ul style="list-style-type: none"> • host organizations • host venues • colleagues • funding agencies • artists • lenders • performers • speakers/contributors/other talent • exhibitors • promotional partners • caterers • technical experts • local communities • Local authorities (councils, emergency services etc.) • sponsors
<p>Legal and occupational health and safety requirements and regulations which impact on touring</p>	<p>may include:</p> <ul style="list-style-type: none"> • safety issues in relation to the transportation of materials and equipment • differing requirements between states in Ethiopia • industrial awards governing travel for exhibition personnel • regulations affecting overseas touring e.g. customs, quarantine
<p>Documentation on touring requirements</p>	<p>may include:</p> <ul style="list-style-type: none"> • touring schedule/itinerary • evaluation tools and budget details • support materials • supplier agreements • loan agreements • insurance details • contact lists • sponsorship agreements • technical information • production schedules • bump in schedules • venue information/plans/event orders • transport details

	<ul style="list-style-type: none"> • accommodation lists • maps and information on touring cities and towns • for overseas tours: • carnets for air and sea freight • translations of information • customs and quarantine documentation • luggage labels • travel permits or visas for personnel
Effectiveness of touring arrangements	<p>may relate to:</p> <ul style="list-style-type: none"> • content • format • venues • travel arrangements • host agencies • scheduling

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • effective planning of touring arrangements for an event • Knowledge of the particular issues, requirements and documentation that impact on a touring event in a particular work context.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • touring process, key roles and responsibilities, and special issues that apply to touring an event in the relevant work context • technical/specialist knowledge that underpins the event in the relevant work context, e.g. collection management or exhibition development for travelling exhibitions, • type of event variations/adjustments that may need to be made for touring • legislative requirements that impact on touring arrangements in the relevant work context, including occupational health and safety requirements • features, formats and purposes of the range of documentation required for a touring event in the relevant

	work context
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to liaise and consult with others on potentially complex logistical issues • literacy skills to interpret and create a wide range of organizational documentation • planning and organizational skills to coordinate multiple and potentially complex interrelated Element of event staging • problem-solving skills to develop practical solutions to a wide range of planning and operational challenges
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of a report prepared by the candidate on the planning process for a touring event, including challenges faced and how these were overcome • evaluation of touring arrangements, documentation and agreements prepared or made by the candidate • oral or written questioning to assess knowledge of particular regulations or procedures that apply to event touring in a specific work context
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Select Event Venues and Sites
Unit Code	CST MUS5 07 0912
Unit Descriptor	This unit describes the skills and knowledge required to undertake the venue/site selection process for a major event comprising multiple components. It requires the application of significant analytical and research skills to complete the process of matching an event to a particular site or venue.

Element	Performance Criteria
1. Analyze venue or site requirements	<p>1.1 Analyze event-specific venue or site requirements based on detailed review of all aspects of the proposed event.</p> <p>1.2 Develop accurate and complete specifications for venues or sites to facilitate the research process.</p> <p>1.3 Integrate the needs of all stakeholders, including those with disabilities, into venue or site specifications.</p>
2. Source event venues or sites	<p>2.1 Research potential venues or sites using appropriate information sources and research methods.</p> <p>2.2 Assess the suitability of venues or sites based on comparison of services offered with specifications.</p> <p>2.3 Assess the need for and nature of contingency planning required by specific venues or sites.</p> <p>2.4 Assess venue or site capacity to deliver quality outcomes in relation to customer service, co-operative management and past experience.</p> <p>2.5 Negotiate and liaise with personnel from potentially suitable venues or sites to ensure all event requirements can be met and to address potential problem areas.</p> <p>2.6 Assess the need for tentative bookings and take action promptly.</p> <p>2.7 Co-ordinate multiple site and venue selection when required in a logical manner</p> <p>2.8 Provide clear and accurate briefings on venue or site options to colleagues and key stakeholders to include recommendations and rationale.</p>

3. Confirm venue or site arrangements	<p>3.1 Confirm venue or site arrangements accurately in writing when the selection process is finalized.</p> <p>3.2 Review and sign venue or site contracts within appropriate timeframes and within scope of individual responsibility.</p> <p>3.3 Integrate specific venue and site planning issues into overall event management systems promptly.</p>
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Variable	Range
A major event comprising multiple components	<p>Must include:</p> <ul style="list-style-type: none"> • multiple contractors • substantial catering (i.e. not simply an afternoon tea) • multiple speakers, performers or exhibitors • requirement for display, decoration or theming
Aspects of the event that must be considered in developing venue or site specifications	<p>May include:</p> <ul style="list-style-type: none"> • overall theme and image • estimated numbers • facilities and services to be provided • budget • audience/delegate profile and location
Venue or site specifications	<p>must include details of requirements in relation to:</p> <ul style="list-style-type: none"> • availability • facilities and services (e.g. catering, size of area, equipment) • staging • capacity • budget parameters • access • access and timing (set-up and break down)
Stakeholders	<p>may include:</p> <ul style="list-style-type: none"> • attendees/delegates/guests • host organization • contractors/suppliers • sponsors • emergency services • regulatory authorities

Information sources	<p>may include:</p> <ul style="list-style-type: none"> • local/regional/State tourism organizations • Convention and Visitor Bureau • venue publications and directories • destination brochures • trade journals • Internet
Research methods	<p>may include:</p> <ul style="list-style-type: none"> • using personal event industry networks • desk research • calling for tenders • personal venue or site inspection

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • ability to research and select an appropriate venue or site for a nominated event comprising multiple components • ability to interpret the range of information used in the venue and site selection process • knowledge of different venue and site options within the local area • conduct of the venue/site selection process for an event which becomes an event managed by the candidate • use of current industry documentation and publications relating to venues and sites
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • different styles of venues and sites, services offered and their suitability for particular event types • venue and site options within a given locality • presentation styles for venue and site information and interpretation of this information • information sources for venue and site information • the features and requirements of typical venue or site contracts • typical operational structures within a venue including relevant personnel, internal networks and inter-relationships

	and reporting structures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • report/proposal writing skills • networks and stakeholders in the relevant areas of the arts • communication skills in relation to consulting with others on concepts and ideas • research and analytical skills
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • and liaison with venue personnel during the selection process • involvement of and consultation with event stakeholders
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • evaluation of the suitability of a venue or site selected by the candidate through attendance at the event • case studies to assess ability to source and select venues and sites for different types of event • review of documentation and specifications prepared by the candidate • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Plan and Develop Event Proposals and Bids
Unit Code	<u>CST MUS5 08 0912</u>
Unit Descriptor	This unit covers with the skills and knowledge required to plan and develops proposals and bids for the staging of meetings and events. Depending on the context, this role could be performed by a wide range of individuals including event managers, local or regional tourism managers, venue managers and marketing managers.

Element	Performance Criteria
1. Interpret brief	<p>1.1 Interpret contents of the brief accurately and interpret and assess in terms of the organization's capacity to meet the stated requirements.</p> <p>1.2 Identify and plan action required for development of the proposal/bid.</p> <p>1.3 Undertake liaison with the customer to clarify requirements where appropriate.</p>
2. Develop proposal/bid details	<p>2.1 Develop details for inclusion in the proposal/bid after consultation with suppliers and other relevant agencies.</p> <p>2.2 Develop options to meet and where possible exceed the expectations of the customer, including integration of current and emerging technology.</p> <p>2.3 Seek support for the proposal/bid from relevant individuals and agencies.</p> <p>2.4 Evaluate possible competitors and develop strategies</p>

	developed to address competitive issues.
3. Develop bid materials	3.1 Prepare bid materials within the designated timelines in accordance with the requirements of the brief. 3.2 Present materials in a format that maximizes the use of presentation and promotional techniques.

Variable	Range
Details to be included in the proposal/bid	will vary but may include information on: <ul style="list-style-type: none"> • general concepts and themes • business program • social program • costs • touring • accommodation • entertainment • staging • special features • sample promotional materials • references and details of other successful undertakings • organizational information (e.g. structure, personnel etc) • support statements, information from other organizations • approach to environmental impacts and issues • proposals relating to use of technology

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • ability to undertake the proposal/bidding process for a specific meeting/event, including effective assessment of the brief, coordination of all details and resources to meet the bid requirements and professional presentation of bid materials and documents

	<ul style="list-style-type: none"> • knowledge of typical bid/proposal requirements and formats • project or work activities that allow the candidate to • develop a bid/proposal for a specific event in a • competitive bidding environment • involvement of multiple individuals or agencies in the bid process • liaison with the customer and with potential suppliers
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • components required for meeting/event proposals and bids and product knowledge in relation to those components • networks and interrelationships of different industry sectors in relation to meeting/event proposal/bids • presentation techniques for proposal and bid materials, including current technology
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • report/proposal writing skills • networks and stakeholders in the relevant areas of the arts • communication skills in relation to consulting with others on concepts and ideas • research and analytical skills
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • project to bid for a meeting or event being staged within a college or local community • case studies to assess knowledge of the components required for inclusion in different types of bids • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level V	
Unit Title	Provide Onsite Event Management Services
Unit Code	<u>CST MUS5 09 0912</u>
Unit Descriptor	This unit deals with the skills and knowledge required to co ordinate the final preparation and set-up of a major event comprising multiple components and to manage all aspects of the on-site operation. On site management requires considerable communication, negotiation and problem solving skills and would normally be undertaken by senior meeting or events personnel.

Element	Performance Criteria
1. Prepare for on-site management	1.1 Develop plans for on-site management in accordance with agreed procedures for the meeting or event. 1.2 Check final arrangements for all aspects of the meeting or event and attend to any discrepancies. 1.3 Create and collate materials to facilitate effective on-site management. 1.4 Provide an accurate briefing to operational staff and

	contractors prior to the meeting or event in an appropriate format including clarification of roles and responsibilities
2. Oversee meeting/event set up	<p>2.1 Establish contact with the nominated contractor personnel at the appropriate time and reconfirm and agree to all requirements.</p> <p>2.2 Make and agree to any necessary adjustments with the contractor.</p> <p>2.3 Check all aspects of the event or meeting set up against the pre- arranged agreements including:</p> <ul style="list-style-type: none"> 2.3.1 availability of all materials and equipment 2.3.2 room set ups 2.3.3 staging 2.3.4 technical equipment 2.3.5 display and signage 2.3.6 food and beverage arrangements 2.3.7 registration areas <p>2.4 Check that all aspects of the venue space used and any equipment has been set up to allow for easy access, especially for those with disabilities, and to avoid risk of injury to guests, delegates and colleagues.</p> <p>2.5 Identify any deficiencies and discrepancies and take prompt action to rectify the situation.</p> <p>2.6 Brief any additional on-site staff on the full details of the meeting or event operation including communication and control mechanisms.</p>
3. Monitor meeting/event operation	<p>3.1 Monitor sessions and activities throughout the meeting or event through observation and appropriate reporting processes.</p> <p>3.2 Identify any problems as they arise and take prompt action to resolve the situation.</p> <p>3.3 Identify any additional requirements and promptly organize them.</p> <p>3.4 Liaise with the customer throughout the meeting or event to ensure it is progressing to his/her satisfaction.</p> <p>3.5 Liaise with all contractors on an ongoing basis to ensure</p>

	effective delivery of services.
4. Oversee meeting/event breakdown	<p>4.1 Oversee the breakdown of the meeting or event to ensure it is completed in accordance with agreements.</p> <p>4.2 Co ordinate the packing and removal of all materials and equipment in accordance with pre-arranged details.</p> <p>4.3 Check the venue to ensure items and belongings are not left behind.</p> <p>4.4 Debrief with contractors if it is necessary to discuss any difficulties or suggestions for future improvements.</p> <p>4.5 Check and sign accounts in accordance with contractor agreements.</p> <p>4.6 Note any outstanding items requiring post-event action</p>

Variable	Range
A major event comprising multiple components	<p>Must include:</p> <ul style="list-style-type: none"> • multiple contractors • substantial catering (i.e. not simply an afternoon tea) • multiple speakers, performers or exhibitors • requirement for display, decoration or teeming
Procedures	<p>may be related to:</p> <ul style="list-style-type: none"> • registrations • organizing committee • record-keeping and reporting • special needs • risk management • crowd control

	<ul style="list-style-type: none"> • event timings • contractor communication
Materials and plans to facilitate effective on-site management	<p>may include:</p> <ul style="list-style-type: none"> • running sheets • copies of agreements with clients • copies of agreements with all contractors • contact numbers for all contractors • briefing papers
Contractors	<p>may include:</p> <ul style="list-style-type: none"> • venues • speakers • staging and audio visual suppliers • display suppliers • caterers • entertainers • equipment hire companies
Deficiencies and problems	<p>may include:</p> <ul style="list-style-type: none"> • incorrect room set ups • incorrect staging • faulty or non availability of technical equipment • lack of equipment to manage displays and signage • shortage of food and beverage • inappropriate space at registration areas
Communication and control mechanisms	<p>May include:</p> <ul style="list-style-type: none"> • guidelines on reporting lines during the event • regularity of updates to event managers • specific performance indicators • contingency plans

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • ability to manage the on-site operation of a meeting or event including all aspects of preparation, set up, operation and
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	<p>move out</p> <ul style="list-style-type: none"> • knowledge of the range of issues and problems that may arise during the conduct of meetings/events • project or work activities that allow the candidate to manage the on-site aspects of a meeting or event within an appropriate venue on more than one occasion to ensure that skills in dealing with a range of circumstances is demonstrated • involvement of a team of operational staff involved in delivering a meeting or event • involvement of suppliers of equipment and services • realistic ratios of operational staff to delegates and guests • presence of commercially-realistic time pressures related to the operation of an event • use of meeting and event operational documents and equipment
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • typical systems, procedures and logistics for on site management including: • contractor communication mechanisms and protocols (e.g. main liaison person within a venue, hierarchy of control, walkie-talkie options) • running sheets and how they are used • the importance of and techniques for managing stress and time during the operation of an event • characteristics of written contractor documentation including event order and other technical specifications • problem solving • negotiation skills in specific relation to time constraints of on-site activities • safety/risk issues associated with the movement of numbers of people at meeting and event venues
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • to manage the on-site operation of a meeting or event including all aspects of preparation, set up, operation and move out • to manage the on-site aspects of a meeting or event within

	an appropriate venue on more than one occasion to ensure that skills in dealing with a range of circumstances is demonstrated
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • evaluation of the operational efficiency and service quality at an event site-managed by the candidate • evaluation of reports prepared by the candidate on the event management process, including the issues and challenges associated with delivering effective outcomes • review of documentation such as running-sheets and other site management plans prepared by the candidate • review of staff or supplier briefing documents and reconfirmation checklists prepared by the candidate • written and oral questioning or interview to test • knowledge of management procedures and systems, meeting and event documentation requirements and negotiating techniques • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Manage Spectators at an Event or Program
Unit Code	CST MUS5 10 0912
Unit Descriptor	This unit deals with the skills and knowledge required to develop and implement a risk management plan and a plan for the admittance, seating and dispersal of crowds of spectators; and develop procedures for managing spectators at an event in an emergency.

Element	Performance Criteria
1. Develop and implement a plan to minimize the risks associated with crowds of spectators at a complex event or program	<p>1.1 Identify legal constraints and requirements in relation to managing spectators at an event or program</p> <p>1.2 Identify risks associated with crowds of spectators and assess for their impact and planning</p> <p>1.3 Identify risks associated with the venue and assess for their impact on planning</p> <p>1.4 Identify the capacities of the venue and facilities and document implications on planning</p> <p>1.5 Set and document a maximum limit on the number of spectators to be admitted in accordance with identified risks and venue capacities</p> <p>1.6 Inspect spectator facilities to ensure they comply with legal requirements</p> <p>1.7 Undertake any necessary work to ensure compliance</p> <p>1.8 Develop and implement a plan that minimizes the identified risks associated with the venue and crowds of spectators,</p>

	and complies with legal constraints and requirements
2. Develop and implement a plan for the management of crowds of spectators at a complex program	<p>2.1 Estimate the expected number of spectators based on past attendances at events or programs of the same or similar nature</p> <p>2.2 Identify and document the number and positions of viewing sites, exits, and aisles</p> <p>2.3 Identify and document the number of people required for managing spectators</p> <p>2.4 Restrict access to event or program participant and performance areas</p> <p>2.5 Develop and implement a plan is for the management of the estimated number of spectators</p> <p>2.6 Ensure the plan complies with the risk management plan for the program</p>
3. Develop procedures for managing spectators in an emergency at a complex event or program	<p>3.1 Maintain safety equipment according to manufacturers' specifications</p> <p>3.2 Inspect safety equipment regularly to ensure it complies with legal requirements</p> <p>3.3 Identify and document the safety needs of special populations in an emergency</p> <p>3.4 Develop and document procedures for managing spectators in an emergency</p> <p>3.5 Implement practice drills with event or program personnel and record in a log</p>

Variable	Range
Emergency	<ul style="list-style-type: none"> • fire • earthquake • bombing • chemical leak or spill • riot • illegal entry • alcohol

	<ul style="list-style-type: none"> • drugs • medical emergency • equipment failure • stage failure or collapse
Event or program	<ul style="list-style-type: none"> • festivals • sport events • competitions • community events • functions • conferences • holiday programs • celebrations • arts events • performances • complex event or program • long lead time - more than three months • large organizing team or group - more than three people • several events within the overall event of program • participant and/or audience origin varied • complex organizational structure
Facilities	<ul style="list-style-type: none"> • stadiums • arenas • sports grounds • grandstands • gymnasiums • halls • theatres • kitchens • restaurants • bathrooms/dressing rooms • swimming pools

Legal requirements	<ul style="list-style-type: none"> • Occupational Health and Safety (OHS) • Risk Management • First aid • insurances • public liability • professional indemnity • resource management
Management	<ul style="list-style-type: none"> • ticketing • admission • ushering • seating • crowd control • security • first aid • catering • toilet facilities
Procedures	<ul style="list-style-type: none"> • crowd control • evacuation • special populations • first aid
Risks	<p>includes but not limited to:</p> <ul style="list-style-type: none"> • overcrowding • crowd stress • mob behavior • protection of participants • protection of performers • traffic flows • areas of congestion • emergency access of services
Venues	<ul style="list-style-type: none"> • outdoor environments • open spaces • aquatic environments • parks • streets • indoor facilities • gymnasiums

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • ensure the risk management plan identifies all the risks associated with the event or program, puts steps in place to minimize the identified risks and complies with all legal and organizational requirements • ensure enough personnel are on hand to effectively manage the expected number of spectators • ensure personnel, procedures and equipment are in place to effectively deal with an emergency
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • Comprehensive knowledge of typical event/program management systems • Issues and problems relating to overall event/program management • Organization's policy and procedures for the management of events/programs • Occupational Health and Safety (OHS) and risk management procedures for coordination of events/programs • Knowledge of typical technical requirements for events/programs • Public relations knowledge for servicing of clients/guests/ delegate/speakers • Occupational Health and Safety (OHS) legislation • Relevant insurances for the staging of an event/program
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Organizational skills in terms of event planning • Analysis skills to assess risks associated with the staging of events/programs • Use of technology and equipment for coordination of events/programs in order to assess systems • Referral skills to identify to whom to refer questionable safety aspects of the staging of the event/program • Research skills to seek information on the legal requirements associated with the event/program

	<ul style="list-style-type: none"> • Problem solving skills in order to advise coordinator of the event of the most appropriate course of action in an emergency • Literacy skills to clarify information on procedures and systems for the management of events • Organizational skills in terms of events/programs planning • Use of technology and equipment for coordination of events/programs
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • evaluation of the suitability of a venue or site selected by the candidate through attendance at the event • case studies to assess ability to source and select venues and sites for different types of event • review of documentation and specifications prepared by the candidate • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Context of Assessment	<ul style="list-style-type: none"> • Competency may be assessed in the work place or in a simulated work place setting • Assessment of performance should be over a number of events/programs covering the prescribed number of categories

Occupational Standard: Museum Service Level V

Unit Title	Coordinate Guest and Delegate Registrations at Venue
Unit Code	CST MUS5 11 0912
Unit Descriptor	This unit covers with the skills and knowledge required to prepare for and undertake the on-site registration of guests and delegates at a meeting or event. On-site registration may be performed by venue staff or external staff. This role would normally be undertaken by a person acting under supervision.

Element	Performance Criteria
1. Prepare for registration	<p>1.1 Check and prepare all materials and equipment required for registration prior to the meeting or event.</p> <p>1.2 Check and reconfirm the arrangements for set up of the registration area with the venue in accordance with enterprise procedures.</p> <p>1.3 Confirm access details with the venue to ensure that registration materials and equipment can be readily unloaded and reloaded at the venue.</p>
2. Set up registration area	<p>2.1 Locate the registration area and check that the venue provider has completed the set up in accordance with pre-arranged requests.</p> <p>2.2 Carry out a brief site inspection to become completely familiar with the venue and its facilities.</p> <p>2.3 Erect all signage so that it is clearly visible and as per the agreed requirements.</p> <p>2.4 Install or arrange for the installation of equipment and conduct checks to ensure its working order prior to commencement of the meeting or event.</p> <p>2.5 Check that the registration area and any equipment have been set up to allow for easy access, especially for those with disabilities, and to avoid risk of injury to guests, delegates and colleagues.</p> <p>2.6 Prepare and position all necessary registration and information materials within the registration areas to allow for efficient use by all personnel.</p>

3. Process registrations	<p>3.1 Welcome guests and delegates in a courteous and friendly manner.</p> <p>3.2 Check and record keeping are done all registration details in accordance with registration procedures.</p> <p>3.3 Assist with work overflow of other registration personnel.</p> <p>3.4 Identify and action any discrepancies with minimum disruption to the guest or delegate.</p> <p>3.5 Keep an accurate record of no shows to allow for post event administration.</p> <p>3.6 Provide correct and useful information and materials to the guests and delegates on features of the meeting or event and venue.</p>
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Variable	Range
Registration materials and equipment	<p>may include:</p> <ul style="list-style-type: none"> • computer • guest/delegate lists • delegate kits • delegate reports • promotional display materials • display stands • name tags • stationery • signage • spare supplies • cash float
Record keeping	<p>may be:</p> <ul style="list-style-type: none"> • computerized • manual
Registration details	<p>may include:</p> <ul style="list-style-type: none"> • payment status • details of pre booked sessions • touring arrangements • accommodation details
Discrepancies	<p>may include:</p> <ul style="list-style-type: none"> • unexpected on-site registrations

	<ul style="list-style-type: none"> • incorrect name details • incorrect payment details • incorrect pre bookings for particular sessions
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • knowledge of registration procedures as they apply to a range of meeting and event styles • ability to prepare registration materials, set up a registration area and efficiently process registrations within workplace acceptable timeframes • demonstration of skills for an actual meeting or event at a venue which includes a fully-equipped and operational events registration desk • commercially-realistic ratios of registration staff to customers • provision of registration services to customers within typical workplace time constraints • use of industry-current types of registration materials and equipment
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • use and characteristics of materials and equipment used for meeting or event registration • interpretation of meeting or event order documentation and pre registration documentation • typical registration procedures for a range of meetings and events • safe work practices particularly in relation to bending, lifting and carrying items used at registration desks • safety/risk issues associated with the movement of numbers of people at meeting and event venues
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • direct observation of the candidate processing registrations at a meeting or event • review of registration documentation prepared by the candidate

	<ul style="list-style-type: none"> • written and oral questioning or interview to test knowledge of registration procedures and materials • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct observation of the candidate processing registrations at a meeting or event • review of registration documentation prepared by the candidate • written and oral questioning or interview to test knowledge of registration procedures and materials • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Organize in-House Functions
Unit Code	<u>CST MUS5 12 0912</u>
Unit Descriptor	This unit deals with the skills and knowledge required to organize functions from the perspective of a functions coordinator operating within a venue. The skills required by independent event organizers are covered in other units.

Element	Performance Criteria
1. Co-ordinate function bookings	1.1 Answer enquiries for function bookings courteously and correctly. 1.2 Accurately identify customer needs and preferences. 1.3 Consider the size and style of facilities and explain these to the customers in order to meet their requirements. 1.4 Show facilities to customers, if required
2. Establish customer requirements	2.1 Discuss the customer's specific requirements including: <ul style="list-style-type: none"> 2.1.1 menus 2.1.2 style and format of occasion 2.1.3 layout of room 2.1.4 technical requirements 2.1.5 timing details including access and breakdown 2.2 Offer informed and courteous advice to customers to assist them in planning the function. 2.3 Consult with colleagues and suppliers to discuss customer requirements and to determine how these can be met. 2.4 Agree on function details with the customer and confirm these in writing including deposit, final payment

	<p>requirements and other booking conditions.</p> <p>2.5 Prepare and issue documents and other materials to the customer in accordance with requirements of the specific function.</p> <p>2.6 Keep accurate records of customer requirements, final agreed booked details and amend as necessary.</p> <p>2.7 Update the financial status of the customer's records accurately and in accordance with enterprise procedures</p>
3. Arrange function details	<p>3.1 Supply all details of the function to all appropriate colleagues and external suppliers to ensure effective planning of function Element.</p> <p>3.2 Identify and organize appropriate staffing requirements.</p> <p>3.3 Identify and consider possible effects of special functions and take appropriate action to minimize disruption to other customers.</p> <p>3.4 Identify the need for the services of external suppliers and make bookings in writing.</p> <p>3.5 Organize special stock requirements in a timely fashion.</p> <p>3.6 Prepare function sheets and use the sheet to reconfirm all details of the function with the customer.</p> <p>3.7 Distribute the function sheets to all internal staff involved in the operation of the function, in accordance enterprise procedures.</p> <p>3.8 Prepare and deliver any required pre-function briefings to ensure that all function staff has full and current details of their requirements and to ensure the smooth running of the function.</p> <p>3.9 Issue confirmations in accordance with agreed procedures and within designated timelines.</p>
4. Monitor and evaluate functions	<p>4.1 Monitor the set up, and when required, the operation of the function to ensure all agreed customer requirements are met.</p> <p>4.2 Obtain feedback from customers and operational staff and use this information for future function organization.</p> <p>4.3 Finalize any post function administrative requirements accurately and promptly.</p>

Variable	Range
Functions	may include: <ul style="list-style-type: none"> • breakfasts • lunches • dinners • seminars/conferences • cocktail parties • weddings • product launches • meetings • seminars • workshops • special touring events
Documents issued to customers	may include: <ul style="list-style-type: none"> • invoices • credit notes • receipts • service vouchers • information packs
Updating the financial status of the customer's records	may include: <ul style="list-style-type: none"> • receiving, processing and recording payments • generating and issuing invoices and credit notes for changed arrangements • checking that the customer has fully paid
Customer records	may be: <ul style="list-style-type: none"> • a computer file • a manual file
Suppliers	may include: <ul style="list-style-type: none"> • internal departments • external organizations
Supplies	may be for: <ul style="list-style-type: none"> • entertainment • audio visual equipment • special equipment • floral arrangements • food and beverage

	<ul style="list-style-type: none"> • photography services
Pre function briefings	may be delivered: <ul style="list-style-type: none"> • verbally • in writing

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • ability to conduct the entire function organization process and ensure function services meet the agreed requirements of customers • accuracy in the presentation of function information and the ability to tailor the services of the establishment to meet customer needs • knowledge of the types and range of function services that may be required • project or work activities conducted over a period of time so that the candidate is able co-ordinate the complete function organizational process within a venue • demonstration of skills on more than one occasion and to • address differing function circumstances and needs to ensure range and consistency
Underpinning Knowledge and Attitudes	Demonstrates knowledge and understanding of: <ul style="list-style-type: none"> • organizational skills in terms of event planning • knowledge of typical function requirements including: <ul style="list-style-type: none"> ➤ food and beverage ➤ technical ➤ function layouts ➤ security ➤ entertainment ➤ decorations • function co ordination procedures and systems • use of various order forms, reports, function sheets and briefing papers

	<ul style="list-style-type: none"> • general knowledge of customer requirements for different types of functions
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • plan events • to conduct the entire function organization process and ensure function services meet the agreed requirements of customers • address differing function circumstances and needs to ensure range and consistency
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • an office environment which includes computers, printers and database programs currently used to organize functions • demonstration of skills within a suitable venue for the operation of a function • presence of typical workplace time constraints for the completion of tasks
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • review of actual function documentation and reports prepared by the candidate • evaluation of a function organized by the candidate, including documentation and operational efficiency and cohesiveness • evaluation of reports prepared by the candidate detailing the way in which a particular function was organized and highlighting key issues and challenges in the function organization process • written and oral questioning or interview to test knowledge of function co ordination procedures and materials

	<ul style="list-style-type: none"> • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Develop and Update Knowledge of Protocol
Unit Code	<u>CST MUS5 13 0912</u>
Unit Descriptor	This unit covers with the skills and knowledge required to develop and apply knowledge of protocol to a range of tourism and hospitality related activities. It is particularly relevant to those involved in the management and operation of events, including functions.

Element	Performance Criteria
1. Seek information on appropriate protocol	<p>1.1 Identify sources of accurate information on protocol correctly.</p> <p>1.2 Access relevant protocol information in response to workplace needs.</p>
2. Integrate appropriate protocol procedures into work activities	<p>2.1 Identify the areas of work activity that require appropriate use of protocol in a timely manner.</p> <p>2.2 Integrate the correct use of protocol into work activities.</p> <p>2.3 Liaise with colleagues and other stakeholders to determine appropriate protocol requirements.</p> <p>2.4 Provide appropriate information on protocol to relevant colleagues and stakeholders.</p>
3. Update knowledge of protocol	<p>3.1 Identify and use opportunities to update protocol knowledge.</p> <p>3.2 Share updated knowledge with customers and colleagues as appropriate and incorporates into day-to-day working activities.</p>

Variable	Range
Sources of information on protocol	<p>may include:</p> <ul style="list-style-type: none"> • libraries • Internet • Federal, and State Governments protocol departments
Work activities that require integration of protocol	<p>May include:</p> <ul style="list-style-type: none"> • issuing invitations • preparing running sheets • preparation of briefing papers • liaison with dignitaries and officials • correspondence to dignitaries and officials • providing various services during the conduct of an event (e.g. on-site management, service of food and beverage

Functions where protocols need to be used	<p>May include:</p> <ul style="list-style-type: none"> • civic receptions • formal parades • freedom of city ceremonies • national day receptions • citizenship ceremonies • private functions
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • knowledge of where to source accurate information on protocol for specific situations • knowledge of protocols as specified under Essential • project or work activities that allow the candidate to apply protocol knowledge to specific event management, tourism or hospitality situations
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • the importance and role of protocol in different events and situations • key sources of information on protocol • main types of civic functions held in Ethiopia • appropriate protocols for the involvement of Ethiopian peoples and other cultural groups in events • forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication • protocol procedures for different types of function including: <ul style="list-style-type: none"> ➤ invitations to VIPs ➤ arrival procedures, including for heads of state or government officials ➤ introduction protocols and order of speakers ➤ order of precedence for official guests ➤ seating arrangements ➤ dress styles
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • use national and State symbols including flags, anthems and military salutes

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Performance and the application of essential underpinning knowledge may be assessed through: <ul style="list-style-type: none"> • case studies and projects to assess ability to apply • knowledge of protocol to different workplace situations • oral or written questions to assess knowledge of protocol for different situations • review of portfolios of evidence and third party workplace • reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V
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Unit Title	Manage Collection Maintenance and Preservation
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	Procedures
Unit Code	<u>CST MUS5 14 0912</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to establish and manage procedures for the care, maintenance and preservation of collections. It requires significant analytical, communication and planning skills, as well as knowledge of specific issues that apply to the care, maintenance and preservation of materials, both print and electronic.</p> <p>This unit applies to individuals responsible for the physical care of print and electronic collections. Work is undertaken autonomously, but in consultation with others.</p>

Element	Performance Criteria
1. Review and update maintenance and preservation procedures	<p>1.1 Assess collection care and maintenance needs of specific collections based on knowledge of requirements for different types of materials</p> <p>1.2 Assess the need for, and organize appropriate access to, specialist expertise</p> <p>1.3 Ensure that, where applicable, preservation procedures comply with organizational digital preservation policy</p> <p>1.4 Review and update policies, systems and procedures for the care, maintenance and preservation of material</p> <p>1.5 Incorporate organizational priorities and constraints when developing new and revising existing procedures</p> <p>1.6 Communicate maintenance and preservation procedures to relevant staff</p>
2. Establish risk-management strategies and procedures	<p>2.1 Identify key risk factors for collections and assess organizational capability to address risk, including digital collections</p> <p>2.2 Develop appropriate risk-management strategies to prevent or minimize loss or damage in key areas, including the digital environment</p> <p>2.3 Develop appropriate migration strategies to ensure preservation of data</p>

<p>3. Evaluate collection maintenance and preservation procedures</p>	<p>3.1 Instigate systems for the regular monitoring of collection maintenance and preservation procedures 3.2 Monitor procedures to identify aspects that need attention 3.3 Assess the application of safe and secure work practices and take action to address problems that arise 3.4 Contribute to monitoring the organization's collection development and digital preservation policies 3.5 Consult with colleagues on a regular basis to obtain feedback on maintenance and preservation procedures 3.6 Use feedback and outcome of regular monitoring activities to improve procedures</p>
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Variable	Range
Collection care and maintenance	<p>may relate to:</p> <ul style="list-style-type: none"> • cleaning • digital repositories • display • electronic system management • learning objects • metadata • preservation of digital information • risk-management issues, such as: • damage • disaster • loss • storage
Requirements	<p>may relate to:</p> <ul style="list-style-type: none"> • access or usage limitations • environmental conditions, such as: • dust • humidity • light • need for cooperative storage • outsourcing digital storage • protection of aging materials • specific display requirements

Updates	<p>may be in formats, such as:</p> <ul style="list-style-type: none"> • audio • electronic • print • video
Organizational priorities and constraints	<p>may relate to:</p> <ul style="list-style-type: none"> • access policies • available expertise • budgetary constraints • cooperative storage arrangements • current public programs or other activities • licensing agreements • space limitations, including digital storage devices
Key risk factors	<p>may include:</p> <ul style="list-style-type: none"> • acidic paper • age and decay of bindings • computer malfunction • digital rot • fire • incompetence • obsolescence of hardware and software • relocation • soot • structural collapse of: <ul style="list-style-type: none"> • cabinets • displays • shelves • theft • vandalism • viruses • water damage
Organizations	<p>may include:</p> <ul style="list-style-type: none"> • community advisory organizations or bureaus • government departments, agencies or shop fronts • information units, including: <ul style="list-style-type: none"> • business and financial information units

	<ul style="list-style-type: none"> • information units within a parent organization libraries, such as: <ul style="list-style-type: none"> ➤ public and private ➤ corporate ➤ school ➤ university ➤ museums ➤ galleries ➤ archives ➤ record management units
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • manage care and maintenance procedures to meet specific collection and organizational needs • apply an understanding of issues affecting storage, conservation and preservation of materials • apply organization’s collection development policies and procedures, particularly the digital preservation policy • monitor procedures for maintaining and preserving collections
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • strategies for storage, display, preservation and conservation of different types of information materials • risk factors for different types of information materials • nature of cooperative arrangements that exist between information services providers in relation to collection care and maintenance • issues that affect the care, maintenance and preservation of specific types of information materials, both print and electronic • copyright, moral rights and intellectual property issues that affect collection care and management • organizational collection development policies on the care, maintenance and preservation of specific information collections

	<ul style="list-style-type: none"> • cultural protocols that impact on collection care and management, including those for Aboriginal or Torres Strait Islander material • purposes and objectives of existing digital preservation policies • benefits and limitations of digital preservation
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communication skills to: <ul style="list-style-type: none"> ➤ consult and communicate with a wide range of stakeholders, including collection specialists and colleagues ➤ discuss complex ideas and concepts with others ➤ learning skills to improve work outcomes and personal achievement through regular review of performance indicators in relation to collection maintenance and preservation procedures • planning and organizing skills to: <ul style="list-style-type: none"> ➤ assess and develop resource strategies for collection care ➤ develop and manage policies, systems and procedures for collection care in an integrated way ➤ systematically review policies, systems and procedures for collection care, maintenance and preservation • problem-solving skills to: <ul style="list-style-type: none"> ➤ analyze strategic issues, including risk-management challenges ➤ anticipate and respond to a range of problems and challenges that may arise in the context of managing procedures • self-management skills to: <ul style="list-style-type: none"> ➤ act as a role model at work ➤ follow workplace procedures ➤ priorities work tasks ➤ set personal and team goals • teamwork skills to: <ul style="list-style-type: none"> ➤ provide leadership ➤ seek feedback from team members on effectiveness of

	<p>collection maintenance and preservation procedures</p> <ul style="list-style-type: none"> ➤ work collaboratively with others ➤ technology skills to create, access and manage metadata
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • relevant policies and procedures manuals, including preservation of digital collections • a collection for which procedures may be managed
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of care, maintenance and preservation procedures developed by the candidate for a particular collection or workplace situation • evaluation of a review of collection care, maintenance and preservation procedures developed by the candidate in response to a range of different collection scenarios <p>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.).</p>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level V	
Unit Title	Develop and Manage a Budget
Unit Code	CST MUS5 15 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to collect and analyze information and apply sound accounting principles to the development and ongoing management of a budget for a small organization or section of a large organization.

Element	Performance Criteria
1. Plan for and collect information for a budget	<p>1.1. Areas for which the budget is being prepared are determined and confirmed with appropriate personnel, and data required for development of the budget are identified, accessed and analyzed</p> <p>1.2. Budget parameters are determined with estimates based on research, consultation and negotiating with appropriate personnel</p> <p>1.3. Relevant colleagues are provided with the opportunity to contribute to the budget planning process</p>
2. Develop budget	<p>2.1. Budget is drafted based on analysis of all available information in accordance with organization policy</p> <p>2.2. Income and expenditure estimates are identified and supported by reliable information and the draft budget circulated for comment</p>

3. Finalize budget and allocate resources	<p>3.1. Modifications to the budget are agreed and incorporated as required and a final budget provided to the appropriate personnel</p> <p>3.2. Personnel affected by the budget are informed and its application to the area in which they work in terms of limits and goals, financial management and reporting responsibilities clarified</p> <p>3.3. Priorities within the budget are agreed and resources allocated</p>
4. Monitor and control budget	<p>4.1. Actual income and expenditure are checked against budget at regular intervals with budget reports prepared and presented to appropriate personnel</p> <p>4.2. Deviations and response to the deviations are identified and appropriate action taken with appropriate personnel advised on budget status</p>
5. Complete financial and statistical reports	<p>5.1. All required financial and statistical reports are completed accurately within designated timelines</p> <p>5.2. Recommendations about future financial planning are made as appropriate</p> <p>5.3. Reports are clearly presented and checked for accuracy and provided to appropriate personnel</p>

Variable	Range
Areas	may include: <ul style="list-style-type: none"> • an entire organization • section of an organization • particular project or other activity
Budget normally:	refer to an expenditure budget but may also include: <ul style="list-style-type: none"> • an income budget • sales budget • resource allocation and use budget
Data	may include, but is not restricted to, information relating to: <ul style="list-style-type: none"> • business plans • historical data • human resource plans • sales and marketing plans

Budget parameters	include: <ul style="list-style-type: none"> • availability of finance • organization policy and directives • sales forecasts • timelines
Relevant colleagues	include: <ul style="list-style-type: none"> • All stakeholders who may be expected to need to approve the budget and key stakeholders who will be required to implement the budget.
Income and expenditure	includes: <ul style="list-style-type: none"> • monetary and financial income and expenditure but may also include: <ul style="list-style-type: none"> ➤ resources ➤ materials • products • people or hours
Financial and statistical reports	include: <ul style="list-style-type: none"> • reports which may be required for: • regulatory compliance • to meet organization procedure and policy requirements • to give useful information to a relevant person

Evidence Guide

Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • collect and accurately interpret relevant data to develop a budget • consult effectively and negotiate outcomes with others on budgetary issues • accurately complete financial and statistical reports related to budgeting
Underpinning Knowledge and Attitudes	Demonstrates knowledge and understanding of: <ul style="list-style-type: none"> • basic accounting and financial industry terminology • basic accounting techniques • budgeting techniques and tools • organization and industry policies and procedures

Underpinning Skills	<p>Demonstrates skills to: well-developed communication skills to:</p> <ul style="list-style-type: none"> • establish budget requirements, using questioning and active listening as required • liaise with others, share information, listen and understand • use language and concepts appropriate to cultural differences • research and analysis skills to access, interpret and manage budget information • problem solving skills to address budget development and management issues • judgment skills for forming recommendations in operational situations • numeracy and IT skills such as: <ul style="list-style-type: none"> ➢ calculating budget data ➢ accessing and using appropriate software such as accounting systems, spreadsheets and databases • literacy skills for: <ul style="list-style-type: none"> ➢ reading and interpreting documentation from a variety of sources and recording, gathering and consolidating information ➢ drafting reports and maintaining records ➢ organizational skills, including the ability to plan and sequence work
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • Real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices. • access to and the use of a range of common office equipment, technology, software and consumables • access to an integrated financial software system and data
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • evaluating an integrated activity which combines the Element of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills

	<ul style="list-style-type: none"> • setting and reviewing business simulations or scenarios • evaluating samples of work • accessing and validating third party reports
Context of Assessment	<ul style="list-style-type: none"> • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Manage Effective Workplace Relationships
Unit Code	<u>CST MUS5 16 0912</u>
Unit Descriptor	This unit covers the outcomes required to manage effective workplace relationships with particular regard to communication and representation. This involves analyzing and communicating information, establishing systems to develop and maintain effective working relationships and networks, and implementing strategies to overcome difficulties

Element	Performance Criteria
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<p>1. Manage information and ideas</p>	<p>1.1 Strategies and processes are put in place to ensure that information associated with the achievement of work responsibilities is collected from appropriate sources and communicated to all stakeholders</p> <p>1.2 Strategic planning and operational planning is conducted to ensure that communication of ideas and information is appropriate to the audience and is sensitive to social and cultural diversity and any special needs</p> <p>1.3 Consultation processes are developed and/or implemented to ensure that employees have the opportunity to contribute to issues related to their work and that feedback on outcomes of the consultation process is received</p> <p>1.4 Policies are established and/or implemented to ensure that contributions from internal and external sources are sought and valued in developing and refining new ideas and approaches</p> <p>1.5 Processes and procedures are developed and/or implemented to ensure that issues raised are resolved promptly or referred to relevant personnel as required</p>
<p>2. Establish systems to develop trust and confidence</p>	<p>2.1 Policies are established and/or implemented to ensure that people are treated with integrity, respect and empathy, and that the organization's social, ethical and business standards are used to develop and maintain effective relationships</p> <p>2.2 Trust and confidence of employees, colleagues, customers and suppliers is gained and maintained through competent performance</p> <p>2.3 Own interpersonal styles and methods are adjusted to the organization's social and cultural environment and members of the work team are guided and supported in their personal adjustment process</p>
<p>3. Manage the development and maintenance of networks and relationships</p>	<p>3.1 Strategic networks and other work relationships are used to identify and build relationships to provide identifiable benefits for the team and for the organization</p> <p>3.2 Ongoing planning and implementation are conducted to ensure that effective workplace relationships are developed and maintained</p>

<p>4. Implement strategies to manage difficulties to achieve positive outcomes</p>	<p>4.1 Strategies are developed and/or implemented to ensure that difficulties are identified and analyzed, and that an action plan is developed to rectify the situation in accordance with organizational requirements and relevant legislation</p> <p>4.2 Guidance, counseling and support are extended to colleagues in their efforts to resolve work difficulties</p> <p>4.3 Processes to ensure the identification and management of poor work performance are developed and managed within the organization's processes</p> <p>4.4 Processes and systems are established to ensure that conflict is identified and managed constructively within the organization's processes</p>
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Variable	Range
<p>Legislation, codes and national standards relevant to the workplace</p>	<p>May include:</p> <ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to • occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and • relevant industry codes of practice

<p>OHS considerations</p>	<p>may include:</p> <ul style="list-style-type: none"> • knowledge of OHS legislation, principles and practice within the context of the organization's operations and plans • OHS practice as an ethical standard and legislative requirement • training of all employees in health and safety procedures, and updating of records
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	<ul style="list-style-type: none"> • organization’s responsibilities to customers and suppliers • adjustment of communication and OHS approach to cater • for social and cultural diversity and special needs
Strategies and processes	<p>may include:</p> <ul style="list-style-type: none"> • long-term or short-term plans factoring in opportunities for team input • individual and team performance plans • clarification of roles and expectations • questionnaires, surveys, interviews • policies and procedures • training and development activities • communication devices, such as intranet and email • communication systems, newsletters, reports
Information	<p>may be:</p> <ul style="list-style-type: none"> • data appropriate to work roles and organizational policies that is shared and retrieved in writing or verbally, electronically or manually such as: • policies and procedures • planning and organizational documents including the outcomes of continuous improvement and quality assurance • marketing and customer-related data • archived, filed and historical background data • individual and team performance data
Sources	<p>may be:</p> <ul style="list-style-type: none"> • internal or external customers such as: <ul style="list-style-type: none"> ➤ supervisors ➤ team members ➤ fellow frontline managers ➤ clients, purchasers of services ➤ contractors ➤ in print format such as team reports ➤ non-print including verbal reports ➤ annotated performance plans ➤ productivity, data outputs and inputs ➤ human resource information such as rates of absenteeism

	and workplace participation data
Strategic planning	<p>may refer to:</p> <ul style="list-style-type: none"> • formal processes for determining the organization’s strategic direction and strategies for achieving it within the context of the organization’s strategic plan including: • research of the internal and external environment including scenario planning, forecasting, looking over the horizon, risk analysis, market analysis, review of performance indicators and data analysis • consultation through mechanisms such as focus groups, interviews, surveys, questionnaires, meetings
Operational planning	<p>may refer to:</p> <ul style="list-style-type: none"> • processes to develop plans for specific tactical responses to the marketplace and the day-to-day plans associated with the production and delivery of a service or product including: <ul style="list-style-type: none"> ➢ review of performance indicators and data analysis ➢ consultation through mechanisms such as focus groups, interviews, surveys, questionnaires, invitations to respond to drafts, team and operational meetings
Consultation processes	<p>may include:</p> <ul style="list-style-type: none"> • the development or implementation of a process which ensures that all employees have the opportunity to contribute to workplace issues • feedback to the work team in relation to outcomes of the consultation process
Policies	<p>may refer to:</p> <ul style="list-style-type: none"> • organizational guidelines and systems that govern operational functions • statements of commitment to action • frameworks
Processes and procedures may include:	<ul style="list-style-type: none"> • sets of accepted actions approved by the organization • organizational tasks and activities undertaken to meet performance outcomes • Standard Operating Procedures • Materials Safety Data Sheets
Relevant personnel	<p>may include:</p> <ul style="list-style-type: none"> • managers

	<ul style="list-style-type: none"> • supervisors • other employees • union representatives/employee groups • Board members • OHS committees and other people with specialist responsibilities
Relevant personnel	<p>may include:</p> <ul style="list-style-type: none"> • managers • supervisors • other employees • union representatives/employee groups • Board members • OHS committees and other people with specialist responsibilities
The organization's social, ethical and business standards	<p>may refer to:</p> <ul style="list-style-type: none"> • written standards such as those expressed in: <ul style="list-style-type: none"> • vision and mission statements • policies • code of workplace conduct/behavior • dress code • statement of workplace values • implied standards such as honesty and respect relative to the organization culture and generally accepted within the wider community • standards expressed in legislation and regulations such as anti-discrimination legislation • rewards and recognition for high performing staff
Employees, colleagues, customers and suppliers	<p>may refer to:</p> <ul style="list-style-type: none"> • team members • employees at the same level, supervisors and more senior managers • internal and/or external contacts • people from a wide variety of social, cultural and ethnic backgrounds
Networks	<p>may be:</p> <ul style="list-style-type: none"> • internal and/or external • with individuals or groups • through established structures or unstructured Arrangements

Guidance, counseling and support	<p>may be:</p> <ul style="list-style-type: none"> • informal support provided by frontline managers including discussion of issues and exploration of mechanisms to resolve problems within organizational guidelines • formal and professional support and guidance arranged from alternative internal or external sources within organizational guidelines
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Communicating ideas and Information • Collecting analyzing and organizing information • Planning and organizing activities • Working with others and in teams • Using mathematical ideas and techniques • Solving problems • Using technology
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • the principles and techniques involved in the management and organization of: <ul style="list-style-type: none"> ➢ the organization's information ➢ policy development ➢ strategic and operational planning and working strategically ➢ effective workplace relationship through: <ul style="list-style-type: none"> ➢ developing trust and confidence ➢ fostering of consistent behavior in work relationships ➢ identifying the cultural and social environment ➢ identifying and assessing interpersonal styles ➢ developing, maintaining and managing networks ➢ problem identification and resolution ➢ handling conflict

	<ul style="list-style-type: none"> ➤ consultation and communication techniques ➤ managing poor work performance ➤ managing relationships to achieve strategic planning responsibilities ➤ monitoring, managing and introducing ways to improve work relationships <ul style="list-style-type: none"> • contributing to the elimination of discrimination/bias
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • functional literacy skills to access and use workplace information • research, analysis, interpretation and reporting skills • a range of communication and other skills that support effective workplace relationships: • respond to unexpected demands from a range of people • using consultative processes effectively • forge effective relationships with internal and/or external people and developing, maintaining and manage these networks • gain the trust and confidence of colleagues • deal with people openly and fairly • use coaching and mentoring skills to provide support to colleagues
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • appropriate documentation and resources normally used in the workplace
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • that this unit can be assessed in the workplace or in a closely simulated work environment • that where assessment is part of a learning experience, • evidence will need to be collected over a period of time, involving both formative and summative assessment

	<ul style="list-style-type: none"> that examples of actions taken by the candidate to manage effective workplace relationships are provided
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Organize and Monitor Exhibition Installation/Dismantling
Unit Code	CST MUS5 17 0912
Unit Descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to plan and oversee the installation and dismantling of physical exhibition Element.</p> <p>Exhibitions take place in many different contexts and environments across both businesses and the community. This unit allows for broad application and work may be undertaken by exhibition venue staff or by independent exhibition contractors.</p> <p>Exhibitions may be temporary or permanent in nature. The unit requires the application of planning and organizational skills in a team leadership or managerial capacity. Work is undertaken autonomously in consultation with various exhibition stakeholders. Operational level exhibition installation and dismantling skills are covered in Install and dismantle exhibition Element.</p>

Element	Performance Criteria
1. Identify and organize physical resource requirements	<p>1.1 Correctly interpret exhibition documentation to determine the scope and type of physical Element required</p> <p>1.2 Take account of universal access principles in determining resource requirements</p> <p>1.3 Consult with relevant colleagues to discuss and confirm requirements and provide appropriate input to overall exhibition development</p> <p>1.4 Complete accurate inventory checks to determine availability of physical resources</p> <p>1.5 Identify the need for additional resources and order or</p>

	<p>undertake organization of physical resources in accordance with organizational procedures and relevant budgetary guidelines</p> <p>1.6 Identify the need for specialist or external assistance and organize in accordance with organizational procedures and relevant budgetary guidelines</p>
2. Make plans for exhibition installation/dismantling	<p>2.1 Liaise with other exhibition personnel to determine most effective order for the installation/dismantling process</p> <p>2.2 Identify and organize relevant physical resource requirements in consultation with other personnel and in accordance with organizational procedures</p> <p>2.3 Make realistic estimates of the numbers of people required for installation/dismantling and provide information to relevant personnel</p> <p>2.4 Clearly and accurately document plans for installation/dismantling in accordance with organizational procedures</p> <p>2.5 Confirm availability of all resources in advance of installation/dismantling</p>
3. Monitor exhibition installation/dismantling	<p>3.1 Provide clear instructions to relevant personnel in relation to installation/dismantling to ensure safety and avoid damage to physical Element</p> <p>3.2 Monitor the process to ensure that work is carried out in accordance with instructions</p> <p>3.3 Organize appropriate storage and security of exhibition Element, including valuable items and any hazardous materials</p>
4. Complete exhibition reports	<p>4.1 Complete relevant exhibition documentation and reports on installation/dismantling and forward to relevant personnel</p> <p>4.2 Identify ways in which processes could potentially be enhanced and include relevant suggestions in reports</p>

Variable	Range
An exhibition	<p>may be held in many different contexts /environments, and these may include:</p> <ul style="list-style-type: none"> • museums • galleries

	<ul style="list-style-type: none"> • libraries • other visitor attractions • theme parks • corporate events • festivals
An exhibition	<p>may be:</p> <ul style="list-style-type: none"> • temporary • permanent • travelling • developed in-house or externally • hired, borrowed or presented on behalf of another organization or community group
Exhibition documentation	<p>may include:</p> <ul style="list-style-type: none"> • site plans • floor plans • event orders • concept documentation
Appropriate input to overall exhibition development	<p>may relate to:</p> <ul style="list-style-type: none"> • lighting • audio • vision systems • display or other furniture • costumes • scenic items
Organization of physical resources	<p>may relate to:</p> <ul style="list-style-type: none"> • preparation of the site • transportation • packing, moving and handling of objects or other display items • security • safety • waste management • storage • disposal • recruitment/rostering of additional staff

Specialist or external assistance may include:	<ul style="list-style-type: none"> • designers • artists • preparatory • printers • conservators • builders • electricians • other trades people
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • demonstration of skills through the coordination of installation/dismantling process • detailed knowledge of the exhibition set-up process in the relevant industry context • application of organizational, planning and problem-solving skills
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • installation/dismantling process • planning and organizational requirements for exhibition installation/dismantling, roles of key personnel and typical issues and problems encountered • inventory systems and procedures used for equipment and materials in an exhibition's context • sources of additional equipment and supplies for different exhibition Element • sources of specialist assistance relevant to the work context • occupational health and safety requirements that affect the allocation of work and the movement of physical Element • environmental and other risk factors for people and physical Element • principles of universal access and impact on installation • technical procedures for handling physical Element in the relevant work context, e.g. artworks, historical objects • cultural protocols that impact on installation/dismantling

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to consult with various stakeholders and exhibition participants and to lead an installation team • planning and organizational skills to plan, coordinate and monitor the interrelated Element of exhibition installation/dismantling • literacy skills to interpret and develop operational documentation • numeracy skills to interpret budgets, estimate costs and work with concepts around dimensions and location capacities
Resources Implication	<p>Access is required to:</p> <ul style="list-style-type: none"> • real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices • involvement of and interaction with a team for whom the • candidate can plan and organize work • an exhibition and exhibition venue • physical exhibition Element • exhibition documentation
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of an installation coordinated by the candidate • evaluation of reports prepared by the candidate detailing • methods used to organize installation/dismantling, challenges faced and how these were resolved • evaluation of candidate responses to case studies and • problem-solving exercises to assess ability to plan for • different situations and contexts
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level V	
Unit Title	Manage Risk
Unit Code	<u>CST MUS5 18 0912</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organization or for a specific business unit or area. The unit has been designed to be consistent with Risk management</p> <p>This unit applies to individuals who are working in positions of authority and are approved to implement change across the organization, business unit, program or project area. They may or may not have responsibility for directly supervising others</p>

Element	Performance Criteria
1. Establish risk context	1.1. Review organizational processes, procedures and requirements for undertaking risk management 1.2. Determine scope for risk management process 1.3. Identify internal and external stakeholders and their issues

	<p>1.4. Review political, economic, social, legal, technological and policy context</p> <p>1.5. Review strengths and weaknesses of existing arrangements</p> <p>1.6. Document critical success factors, goals or objectives for area included in scope</p> <p>1.7. Obtain support for risk management activities</p> <p>1.8. Communicate with relevant parties about the risk management process and invite participation</p>
2. Identify risks	<p>2.1. Invite relevant parties to assist in the identification of risks</p> <p>2.2. Research risks that may apply to scope</p> <p>2.3. Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties</p>
3. Analyze risks	<p>3.1 Assess likelihood of risks occurring</p> <p>3.2 Assess impact or consequence if risks occur</p> <p>3.3 Evaluate and priorities risks for treatment</p>
4. Select and implement treatments	<p>4.1. Determine and select most appropriate options for treating risks</p> <p>4.2. Develop an action plan for implementing risk treatment</p> <p>4.3. Communicate risk management processes to relevant parties</p> <p>4.4. Ensure all documentation is in order and appropriately stored</p> <p>4.5. Implement and monitor action plan</p> <p>4.6. Evaluate risk management process</p>

Variable	Range
Risks	<p>may include those relating to:</p> <ul style="list-style-type: none"> • commercial relationships • economic circumstances and scenarios • human behavior • individual activities • legislation • management activities and controls • natural events • political circumstances • technology

Scope	<p>may apply to:</p> <ul style="list-style-type: none"> • given project • specific business unit or area • specific functional such as: <ul style="list-style-type: none"> ➤ financial management ➤ OHS ➤ governance ➤ external environment ➤ internal environment ➤ whole organization
Relevant parties	<p>may include:</p> <ul style="list-style-type: none"> • all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts
Research	<p>may include:</p> <ul style="list-style-type: none"> • data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources
Tools and techniques	<p>may include:</p> <ul style="list-style-type: none"> • brainstorming • checklists • fishbone diagrams • flowcharts • scenario analysis
Likelihood	<p>may refer to:</p> <ul style="list-style-type: none"> • probability of a given risk occurring, such as: • very likely • likely • possible • unlikely • rare

Impact or consequence	<p>may refer to:</p> <ul style="list-style-type: none"> • significance of outcomes if the risk occurs, such as: <ul style="list-style-type: none"> ➤ disastrous ➤ severe ➤ moderate impact ➤ minimal impact
Evaluation of risks	<p>includes:</p> <ul style="list-style-type: none"> • considering the likelihood of the risk occurring • considering the impact of the risk • determining which risks are most significant and are therefore priorities for treatment
Options	<p>may include:</p> <ul style="list-style-type: none"> • avoiding the risk • changing the consequences • changing the likelihood • retaining the risk • sharing the risk with a third party
Action plans	<p>should include:</p> <ul style="list-style-type: none"> • what actions are required • who is taking responsibility • time lines • monitoring processes

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analyzed risks, and treatments for prioritized risks • details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks • knowledge of relevant legislation, codes of practice and national standards
Underpinning Knowledge and	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • duty of care • company law

Attitudes	<ul style="list-style-type: none"> • contract law • environmental law • freedom of information • industrial relations law • privacy and confidentiality • legislation relevant to organization's operations • legislation relevant to operation as a business entity • organizational policies and procedures, including: <ul style="list-style-type: none"> • risk management strategy • policies and procedures for risk management • overall operations of organization • reasonable adjustment in the workplace for people with a disability • types of available insurance and insurance providers
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement • organizational and management skills to plan and implement risk management processes • problem-solving and innovation skills to find practical ways to manage identified risks
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Performance and the application of essential underpinning knowledge may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of risk management policies and procedures • review of documented critical success factors, and goals or objectives for area • review of risks prioritized for treatment

	<ul style="list-style-type: none"> • evaluation of action plan for implementing risk treatment • evaluation of documentation communicating risk management processes to relevant parties
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Museum Service Level V	
Unit Title	Manage Project Quality
Unit Code	<u>CST MUS5 19 0912</u>
Unit Descriptor	This unit specifies the outcomes required to manage quality within projects. It covers determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.

Element	Performance Criteria
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1. Determine quality requirements	<p>1.1 Quality objectives, standards and levels are determined, with input from stakeholders and guidance of a higher project authority, to establish the basis for quality outcomes and a quality management plan</p> <p>1.2. Established quality management methods, techniques and tools are selected and used to determine preferred mix of quality, capability, cost and time</p> <p>1.3 Quality criteria are identified, agreed with a higher project authority and communicated to stakeholders to ensure clarity of understanding and achievement of quality and overall project objectives</p> <p>1.4. Agreed quality requirements are included in the project plan and implemented as basis for performance measurement</p>
2. Implement quality assurance	<p>2.1 Results of project activities and product performance are measured and documented throughout the project life cycle to determine compliance with agreed quality standards</p> <p>2.2 Causes of unsatisfactory results are identified, in consultation with the client, and appropriate actions are recommended to a higher project authority to enable continuous improvement in quality outcomes</p> <p>2.3 Inspections of quality processes and quality control results are conducted to determine compliance of quality standards to overall quality objectives</p> <p>2.4 A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders</p>
3. Implement project quality improvements	<p>3.1 Processes are reviewed and agreed changes implemented continually throughout the project life cycle to ensure continuous improvement to quality</p> <p>3.2 Project outcomes are reviewed against performance criteria to determine the effectiveness of quality management processes and procedures</p> <p>3.3 Lessons learned and recommended improvements are identified, documented and passed on to a higher project authority for application in future projects</p>

Variable	Range
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Quality objectives	<p>may include:</p> <ul style="list-style-type: none"> • requirements from the client and other stakeholders • requirements from a higher project authority • negotiated trade-offs between cost, schedule and performance • those quality aspects which may impact on customer satisfaction
Quality management plan	<p>may include:</p> <ul style="list-style-type: none"> • established processes • authorizations and responsibilities for quality control • quality assurance • continuous improvement
Quality management methods, techniques and tools	<p>may include:</p> <ul style="list-style-type: none"> • brainstorming • benchmarking • charting processes • ranking candidates • defining control • undertaking benefit/cost analysis • processes that limit and/or indicate variation • control charts • flowcharts • histograms • pareto charts • scatter gram • run charts
Quality control	<p>May include:</p> <ul style="list-style-type: none"> • monitoring conformance with specifications • recommending ways to eliminate causes of unsatisfactory performance of products or processes • monitoring of regular inspections by internal or external agents
Improvements	<p>May include:</p> <ul style="list-style-type: none"> • formal practices, such as total quality management or continuous improvement • improvement by less formal processes which enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

Evidence Guide

Critical Aspects of Competence	<p>A person who demonstrates competence in this unit must be able to provide evidence that they have taken responsibility for quality management of projects. This will include evidence of managing the work of others within the project team with respect to quality. Products that could be used as evidence include: documentation produced in managing projects such as:</p> <ul style="list-style-type: none"> • lists of quality objectives, standards, levels and measurement criteria • records of inspections, recommended rectification actions and quality outcomes • management of quality management system and quality management plans • application of quality control, quality assurance and continuous improvement processes • records of quality reviews • lists of lessons learned and recommended improvements <p>Processes that could be used as evidence include:</p> <ul style="list-style-type: none"> • how quality requirements and outcomes were determined for projects • how quality tools were selected for use in projects • how team members were managed throughout projects with respect to quality within the project • how quality was managed throughout projects • how problems and issues with respect to quality and arising during projects were identified and addressed • how projects were reviewed with respect to quality management • how improvements to quality management of projects have been acted upon
Underpinning Knowledge and Attitudes	<p>Broad knowledge and understanding of:</p> <ul style="list-style-type: none"> • the principles of project quality management and their application • acceptance of responsibilities for project quality management • use of quality management systems and standards • the place of quality management in the context of the project life cycle • appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to project outcomes • attributes: <ul style="list-style-type: none"> ➤ analytical

	<ul style="list-style-type: none"> ➤ attention to detail ➤ able to maintain an overview ➤ communicative ➤ positive leadership
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • project management • quality management • planning and organizing • communication and negotiation • problem-solving • leadership and personnel management • monitoring and review skills
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • access to workplace documentation • real or simulated workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the real workplace or in a simulated workplace setting</p>

Occupational Standard: Museum Service Level V	
Unit Title	Facilitate and Capitalize on Change and Innovation
Unit Code	CST MUS5 20 0912
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the

	development of creative and flexible approaches, and on managing emerging opportunities and challenges.
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Element	Performance Criteria
1. Participate in planning the introduction and facilitation of change	1.1 Manager contributes effectively to the organization's planning processes to introduce and facilitate change 1.2 Plans to introduce change are made in consultation with appropriate stakeholders 1.3 Organization's objectives and plans to introduce change are communicated effectively to individuals and teams
2. Develop creative and flexible approaches and solutions	2.1 Variety of approaches to managing workplace issues and problems are identified and analyzed 2.2 Risks are identified and assessed, and action initiated to manage these to achieve a recognized benefit or advantage to the organization 2.3 Workplace is managed in a way which promotes the development of innovative approaches and outcomes 2.4 Creative and responsive approaches to resource management improve productivity and services, and/or reduce costs
3. Manage emerging challenges and opportunities	3.1 Individuals and teams are supported to respond effectively and efficiently to changes in the organization's goals, plans and priorities 3.2 Coaching and mentoring assist individuals and teams to develop competencies to handle change efficiently and effectively 3.3 Opportunities are identified and taken as appropriate, to make adjustments and to respond to the changing needs of customers and the organization 3.4 Information needs of individuals and teams are anticipated and facilitated as part of change implementation and management 3.5 Recommendations for improving the methods and techniques to manage change are identified, evaluated and negotiated with appropriate individuals and groups

Variables	Range
Manager	a person with frontline management roles and responsibilities, regardless of the title of their position
Appropriate stakeholders may refer to:	<p>those individuals and organizations who have a stake in the change and innovation being planned, including:</p> <ul style="list-style-type: none"> • organization directors and other relevant managers • teams and individual employees who are both directly and indirectly involved in the proposed change • union/employee representatives or groups • OHS committees • other people with specialist responsibilities • external stakeholders where appropriate - such as clients, suppliers, industry associations, regulatory and licensing agencies
Risks may refer to:	<ul style="list-style-type: none"> • any event, process or action that may result in goals and objectives of the organization not being met • any adverse impact on individuals or the organization • various risks identified in a risk management process
Information needs may include:	<ul style="list-style-type: none"> • new and emerging workplace issues • implications for current work roles and practices including training and development • changes relative to workplace legislation, such as OHS, workplace data such as productivity, inputs/outputs and future projections • planning documents • reports • market trend data • scenario plans • customer/competitor data

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must show evidence that the candidate:</p> <ul style="list-style-type: none"> • Planning the introduction and facilitation of change • Developing creative and flexible approaches and solutions • Managing emerging challenges and opportunities

Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • the principles and techniques involved in: <ul style="list-style-type: none"> • change and innovation management • development of strategies and procedures to implement and facilitate change and innovation • use of risk management strategies: identifying hazards, • assessing risks and implementing risk control measures • problem identification and resolution • leadership and mentoring techniques • management of quality customer service delivery • consultation and communication techniques • record keeping and management methods • the sources of change and how they impact • factors which lead/cause resistance to change • approaches to managing workplace issues
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Communication skills • Planning work • Managing risk
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools, equipment and consumable materials
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Museum Service Level V	
Unit Title	Establish and Conduct Business Relationships
Unit Code	CST MUS5 21 0912
Unit Descriptor	This unit covers the skills, attitudes and knowledge required to manage business relationship with customers.

Element	Performance Criteria
1. Establish contact with customer	<p>1.1. Welcoming customer environment is maintained.</p> <p>1.2. Customer is greeted warmly according to enterprise policies and procedures.</p> <p>1.3. Effective service environment is created through verbal and non-verbal presentation according to enterprise policies and procedures.</p> <p>1.4. Customer data is maintained to ensure database relevance and currency.</p> <p>1.5. Information on customers and service history is gathered for analysis.</p> <p>1.6. Opportunities to maintain regular contact with customers are identified and taken up.</p>
2. Clarify needs of customer	<p>2.1 Customer needs are determined through questioning and active listening.</p> <p>2.2. Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>2.3. Customer details are documented clearly and accurately in required format.</p> <p>2.4. Conduct negotiations in a business-like and professional manner.</p> <p>2.5. Maximize benefits for all parties in the negotiation through use of established techniques and in the context of establishing long term relationships.</p> <p>2.6 Communicate the results of negotiations to appropriate colleagues and stakeholders within appropriate timeframes.</p>
3. Provide	3.1 Features and benefits of products/services provided by the

information and advice	<p>enterprise are described / recommended to meet customer needs.</p> <p>3.2. Information to satisfy customer needs is provided.</p> <p>3.3. Alternative sources of information/advice are discussed with the customer.</p>
4. Foster and maintain business relationships	<p>4.1. Pro-actively seek, review and act upon information needed to maintain sound business relationships.</p> <p>4.2. Honor agreements within the scope of individual responsibility.</p> <p>4.3. Make adjustments to agreements in consultation with the customer and share information with appropriate colleagues.</p> <p>4.4. Nurture relationships through regular contact and use of effective interpersonal and communication styles.</p>

Variables	Range
<p>Opportunities to maintain regular contact with customers</p>	<p>may include:</p> <ul style="list-style-type: none"> • informal social occasions • industry functions • association membership • co-operative promotions • program of regular telephone contact
<p>Negotiation techniques</p>	<p>may include:</p> <ul style="list-style-type: none"> • identification of goals, limits • clarification of needs of all parties • identifying points of agreement and points of difference • preparatory research of facts • active listening and questioning • non-verbal communication techniques • appropriate language • bargaining • developing options • confirming agreements • appropriate cultural behavior

Evidence Guide	
Critical Aspects of Competence	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service • providing a quality service environment by treating customers in a courteous and professional manner through all stages of the procedure • using effective questioning/active listening and observation skills to identify customer needs • communicating effectively with others involved in or affected by the work • maintaining relevant and current customer databases in accordance with enterprise policies and procedures • ability to build and maintain relationships to achieve successful business outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ➢ customer service ➢ dealing with difficult customers ➢ maintenance of customer databases ➢ allocated duties/responsibilities ➢ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • negotiation and communication techniques appropriate to negotiations that may be of significant commercial value
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Use workplace technology related to use of customer database • Collect, organize and understand information related to collating and analyzing customer information to identify needs • Communicate ideas and information • Plan and organize activities concerning information for

	<p>database entries</p> <ul style="list-style-type: none"> • Use mathematical ideas and techniques to plan database cells and size • Establish diagnostic processes which identify and recommend improvements to customer service
Resources Implication	<p>The following should be made available:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • documentation, such as enterprise policy and procedure manuals relating to customer service
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Knowledge components may be assessed off the job. Practical components should be assessed on the job or in a simulated work environment.</p>

Occupational Standard: Museum Service Level V	
Unit Title	Develop and Refine Systems for Continuous Improvement in Operations
Unit Code	CST MUS5 22 1012
Unit Descriptor	This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organization. This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

Elements	Performance Criteria
1. Establish parameters of current internal improvement systems	1.1 Describe organization systems that impact on continuous improvement 1.2 Identify current relevant metrics and their values 1.3 Check that metrics are collected for all improvements 1.4 Determine yield of current improvement processes 1.5 Review results of improvements
2. Distinguish breakthrough improvement processes	2.1 Identify all improvements which have occurred over an agreed period of time 2.2 Distinguish between breakthrough improvements and continuous improvements 2.3 Determine the timing of breakthrough improvement processes 2.4 Analyze factors controlling the timing and selection of breakthrough improvements 2.5 Analyze continuous improvements to identify cases where breakthrough improvements were required 2.6 Validate findings with process/system owners and obtain

	<p>required approvals</p> <p>2.7 Improve timing/selection of breakthrough improvements</p> <p>2.8 Improve other factors limiting the gains from breakthrough improvements</p>
3. Develop continuous improvement practice	<p>3.1 Check that levels of delegated authority and responsibility are appropriate for continuous improvement from the shop floor</p> <p>3.2 Ensure all personnel have appropriate capabilities for continuous improvement processes</p> <p>3.3 Ensure personnel and systems recognize potential breakthrough improvement projects</p> <p>3.4 Ensure sufficient resources are available for the operation of continuous and breakthrough improvement processes</p> <p>3.5 Check that relevant information flows from improvement changes to all required areas and stakeholders</p> <p>3.6 Check data collection and metrics analysis capture changes which result from improvement actions</p> <p>3.7 Check that improvement changes are standardized and sustained</p> <p>3.8 Check review processes for routine continuous improvements</p> <p>3.9 Remove or change factors limiting gains from improvements</p> <p>3.10 Modify systems to ensure appropriate possible changes are referred to other improvement processes</p> <p>3.11 Institutionalize breakthrough</p>
4. Establish parameters of current external improvement system	<p>4.1 Review value stream systems that impact on improvement</p> <p>4.2 Review procedures for deciding improvement methodologies Identify current relevant metrics and their values, as appropriate</p> <p>4.3 Determine yield of current improvement processes</p> <p>4.4 Review results of improvements</p>
5. Explore opportunities for further	<p>5.1 Review mechanisms for consultation with value stream members</p>

development of value stream improvement processes	<p>5.2 Develop mechanisms for further improving joint problem solving</p> <p>5.3 Develop mechanisms for increased sharing of organizational knowledge</p> <p>5.4 Obtain support and necessary authorizations from process/system owners</p> <p>5.5 Capture and standardize improvements</p> <p>5.6 Improve factors limiting gains from continuous improvements</p>
6. Review systems for compatibility with improvement strategy	<p>6.1 Review all systems which impact or are impacted on improvements and the improvement system</p> <p>6.2 Analyze relationships between improvement systems and other relevant systems</p> <p>6.3 Analyze practices caused by and results from the systems</p> <p>6.4 Negotiate changes to the systems to improve the outcomes from improvement systems</p> <p>6.5 Obtain necessary approvals to implement changes</p> <p>6.6 Monitor the implementation of the changes</p>

Variable	Range
Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, KANBAN and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis

	<ul style="list-style-type: none"> • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • TAKT time • process mapping • problem solving • run charts • standard procedures • current reality tree • Competitive systems and practices should be interpreted so as to take into account: <ul style="list-style-type: none"> – stage of implementation of competitive systems and practices – the size of the enterprise – the work organization, culture, regulatory environment and the industry sector
Code of practice and standards	Where reference is made to industry codes of practice, and/or Ethiopian/international standards, the latest version must be used
Organization systems	Organization systems may include: <ul style="list-style-type: none"> • problem recognition and solving • operational/process improvement • improvement projects • product/process design and development • processes for making incremental improvements
Relevant metrics	Relevant metrics include all those measures which might be used to determine the performance of the improvement system and may include: <ul style="list-style-type: none"> • hurdle rates for new investments • KPIs for existing processes • quality statistics • delivery timing and quantity statistics • process/equipment reliability ('uptime') • incident and non-conformance reports • complaints, returns and rejects
Process improvement yield	Improvement process yield may be regarded as: <ul style="list-style-type: none"> • the benefit achieved for the effort invested
Breakthrough	Breakthrough improvements include:

improvements	<ul style="list-style-type: none"> those which result from a kaizen blitz or other improvement project or event and are a subset of all improvements
Timing of breakthrough improvements	<p>Timing of breakthrough improvements includes:</p> <ul style="list-style-type: none"> frequency (which should be maximized) and duration (which should be minimized) of events/projects
Continuous improvement	<p>Continuous improvement is part of normal work and does not require a special event to occur (although may still require authorizations) and contrasts with breakthrough improvement/kaizen blitz which occurs by way of an event or project</p>
Resources for improvement	<p>Resources for improvements include:</p> <ul style="list-style-type: none"> improvement budget guidelines for trialing of possible improvements mechanism for approvals for possible improvements business case guidelines for proposed improvements indicators of success of proposed improvement mechanisms for tracking and evaluation of changes forum for the open discussion of the results of the implementation mechanisms for the examination of the improvement for additional improvements organization systems to sustain beneficial changes
Capturing value stream improvements	<p>Capturing value stream improvements includes:</p> <ul style="list-style-type: none"> revised contractual arrangements revised specifications signed agreements other documented arrangements which formalize the raised base line
Systems impacting improvements	<p>Systems which impact/are impacted on improvements and the improvement system include:</p> <ul style="list-style-type: none"> office purchasing rewards (individual or team at all levels) sales marketing maintenance process/product transport and logistics
Organizational knowledge	<p>Organizational knowledge should:</p> <ul style="list-style-type: none"> be able to be quantified or otherwise modified to make its outcomes measurable or observable

	<ul style="list-style-type: none"> • be able to be expressed in an accessible and distributable form appropriate to the organization operations and stakeholders
Improvements	<p>Improvements may:</p> <ul style="list-style-type: none"> • be to process, plant, procedures or practice • include changes to ensure positive benefits to stakeholders are maintained
Manager	<p>Manager may include:</p> <ul style="list-style-type: none"> • any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organizations

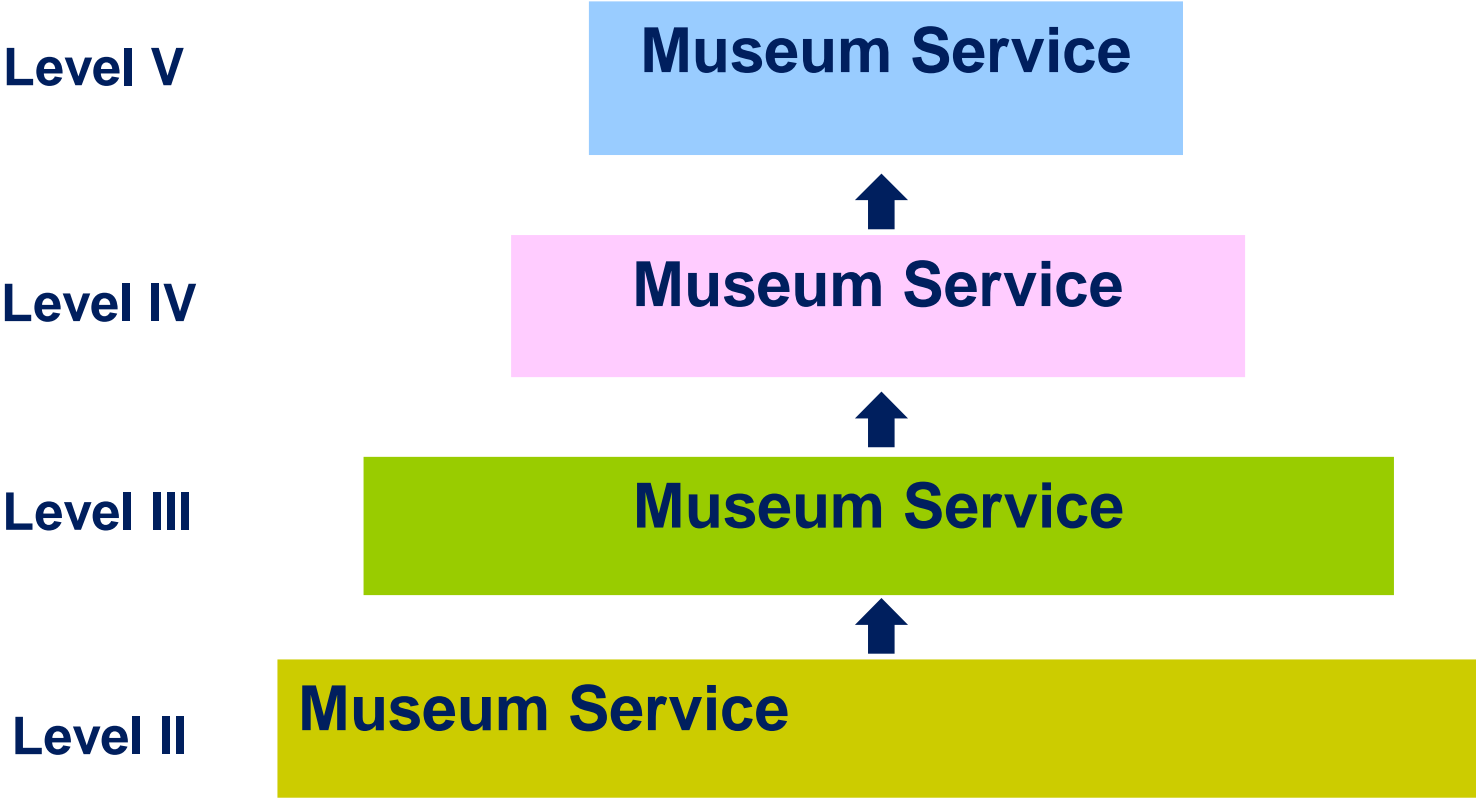
Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • critically review current continuous improvement processes • establish ongoing review of continuous improvement processes • implement improvements in the practice of continuous improvement • better align internal and external systems • gather data through interviews with stakeholders • review existing data • obtain additional data through a variety of techniques • communicate and negotiate at all levels within the organization
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • competitive systems and practices tools, including: • value stream mapping • 5S • Just in Time (JIT) • mistake proofing • process mapping • establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (muda)

	<ul style="list-style-type: none"> • continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organization and its value stream • difference between breakthrough improvement and continuous improvement • organizational goals, processes and structure • approval processes within organization • cost/benefit analysis methods • methods of determining the impact of a change • advantages and disadvantages of communication media, methods and formats for different messages and audiences • customer perception of value • define, measure, analyze, improve, and control and sustain (DMAIC) process
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialized nature and in highly varied and/or highly specialized contexts • communicating at all levels in the organization and value stream and to audiences of different levels of literacy and numeracy • analyzing current state/situation of the organization and value stream • determining and implementing the most appropriate method for capturing value stream improvements • collecting and interpreting data and qualitative information from a variety of sources • analyzing individually and collectively the implementation of competitive systems and practices tools in the organization and determining strategies for improved implementation • relating implementation and use of competitive systems and practices and continuous improvement to customer benefit • solving highly varied and highly specialized problems related to competitive systems and practices implementation and continuous improvement to root cause • negotiating with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, value stream members, employees and members of the community • reviewing relevant metrics, including all those measures

	<p>which might be used to determine the performance of the improvement system, including:</p> <ul style="list-style-type: none"> – key performance indicators (KPIs) for existing processes – quality statistics – delivery timing and quantity statistics – process/equipment reliability ('uptime') – incident and non-conformance reports – implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge</p>
Context of Assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p>

Sector: Culture, Sports and Tourism

Sub-Sector: Museum



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