



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUSIND302A Plan a career in the creative arts industry**

**Revision Number: 2**

## CUSIND302A Plan a career in the creative arts industry

### Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and evaluate career opportunities in the creative arts industry, including personal skills analysis and portfolio development.

### Application of the Unit

This unit applies to people in the creative arts industry who need to plan for realistic career outcomes. They could be entering the industry or interested in moving into areas that build on the skills and knowledge they have already acquired in another field.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable

### Employability Skills Information

Not applicable

## Elements and Performance Criteria Pre-Content

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
--------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Build industry networks	<p>1.1 Attend <b><i>creative arts industry productions and events</i></b> and identify the commercial value of relevant industry products and services</p> <p>1.2 Talk with people in the industry to develop an awareness of typical formal and informal pathways into different job roles</p> <p>1.3 Use a range of <b><i>sources</i></b> to establish potential contacts and to keep up to date with industry trends and career possibilities</p> <p>1.4 Explore and participate in work and work experience opportunities as a way of advancing career possibilities</p>
2. Develop a career plan	<p>2.1 Seek advice from people working in areas of interest regarding career potential and any specific preparation required</p> <p>2.2 Evaluate and align own skills and interests to preferred career pathways within the creative arts industry</p> <p>2.3 Clarify additional skills required for preferred career pathways and confirm with <b><i>relevant personnel</i></b></p> <p>2.4 Identify and use <b><i>learning opportunities</i></b> to maximise career opportunities for <b><i>occupations</i></b> within the creative arts industry</p> <p>2.5 Align own career aspirations/potential with realistic career goals and discuss with relevant personnel</p> <p>2.6 Document and store a <b><i>career plan</i></b> and discuss with relevant personnel</p>
3. Develop a skills portfolio	<p>3.1 In consultation with relevant personnel, plan a portfolio of evidence to meet a range of <b><i>purposes</i></b></p> <p>3.2 Identify appropriate <b><i>presentation methodologies</i></b> for a portfolio and confirm with relevant personnel</p> <p>3.3 Develop a résumé or résumés that promote own ability to meet specific job requirements</p> <p>3.4 Maintain portfolio in a format appropriate to creative arts industry work contexts</p>

## Required Skills and Knowledge

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

### Required skills

- communication skills sufficient to:
  - discuss industry issues and trends with colleagues and practitioners
  - establish and maintain industry networks
  - present self and skills portfolio to potential employers
  - use appropriate cultural protocols and industry terminology
- learning skills sufficient to:
  - align own career aspirations with realistic career goals
  - identify learning opportunities to maximise career goals
  - seek feedback and integrate constructive advice into career planning
- literacy skills sufficient to:
  - read and understand industry information
  - write a personal résumé
- planning and organisational skills sufficient to prepare a skills portfolio and personal résumé in a logical and clear way
- self-management skills sufficient to monitor career aspirations and introduce strategies to improve career potential
- problem-solving skills sufficient to plan for factors affecting career outcomes
- technology skills sufficient to access/download career information and resources

### Required knowledge

- copyright, moral rights, intellectual property and legislation and their impact on the creative arts industry
- nature, role and functions of practitioners and industry organisations
- OHS requirements relevant to particular work contexts
- sources of information on the creative arts industry and ways of maintaining current industry knowledge
- understanding of creative arts industry terminology
- typical formats for personal résumés
- understanding of the following areas and how they apply to day-to-day work activities (in relation to the particular creative arts industry sector in which knowledge is being assessed):
  - cultural nuances appropriate to selected work contexts
  - employment opportunities and career pathways into and within the industry
  - legal issues that affect industry practitioners, negotiations and contracts
  - occupations, work tasks and levels of remuneration

## Evidence Guide

*The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• develop a career plan</li> <li>• develop a skills portfolio</li> <li>• write a personal résumé.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an environment where: <ul style="list-style-type: none"> <li>• career information and resources can be evaluated</li> <li>• career plans can be developed and actioned</li> <li>• industry contacts and networks can be safely established and maintained</li> <li>• industry issues and trends can be monitored</li> <li>• skills portfolios can be developed and presented</li> </ul> </li> <li>• use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.</li> </ul>
<b>Method of assessment</b>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• case studies to assess candidate's ability to develop timelines and action plans, monitor industry issues and trends, and identify learning opportunities</li> <li>• direct observation of the candidate developing career plans, résumés and skills portfolios</li> <li>• written or oral questioning to assess knowledge of occupations, work tasks and remuneration levels</li> <li>• problem-solving activities to assess ability to align career aspirations with realistic career goals.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• CUFIND301A Work effectively in the screen and media industries</li> <li>• CUSIND301A Work effectively in the music industry.</li> </ul>



## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

<p><b><i>Creative arts industry productions and events</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• community activities</li> <li>• conferences</li> <li>• conventions</li> <li>• exhibitions</li> <li>• festivals</li> <li>• functions</li> <li>• performances</li> <li>• professional competitions and awards</li> <li>• trade fairs.</li> </ul>
<p><b><i>Sources</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• attending creative arts industry productions and events</li> <li>• career information centres</li> <li>• career resources and websites, such as:               <ul style="list-style-type: none"> <li>• <a href="http://www.career.edu.au">www.career.edu.au</a></li> <li>• <a href="http://www.careeradviceaustralia.gov.au">www.careeradviceaustralia.gov.au</a></li> <li>• <a href="http://www.crsaustralia.gov.au/careerplanning">www.crsaustralia.gov.au/careerplanning</a></li> <li>• <a href="http://www.jobguide.dest.gov.au">www.jobguide.dest.gov.au</a></li> <li>• <a href="http://www.jobjuice.gov.au">www.jobjuice.gov.au</a></li> <li>• <a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a></li> <li>• <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></li> <li>• <a href="http://www.realgame.gov.au">www.realgame.gov.au</a></li> </ul> </li> <li>• electronic and print media providing:               <ul style="list-style-type: none"> <li>• articles</li> <li>• journals</li> <li>• magazines</li> <li>• news</li> <li>• reviews</li> <li>• subscriptions</li> </ul> </li> <li>• government publications, including legislation, policy and procedures manuals</li> <li>• industrial relations publications, such as:               <ul style="list-style-type: none"> <li>• bulletins</li> <li>• letters</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• magazines</li> <li>• newsletters</li> <li>• industry publications, such as:             <ul style="list-style-type: none"> <li>• directories</li> <li>• information sheets</li> <li>• reference books</li> <li>• technical publications</li> </ul> </li> <li>• internet</li> <li>• libraries and archives, including text, film, video, sound and graphic</li> <li>• lifestyle and contemporary issues magazines</li> <li>• museums, galleries and studios</li> <li>• peak copyright organisations</li> <li>• personal observations and experience</li> <li>• professional competitions and awards</li> <li>• professional development activities, including conferences, master classes, seminars, symposiums, training programs and workshops</li> <li>• retail and wholesale suppliers of products and services.</li> </ul>
<b><i>Relevant personnel</i></b> may include:	<ul style="list-style-type: none"> <li>• agents</li> <li>• artist managers</li> <li>• career specialists and advisers</li> <li>• colleagues and peers</li> <li>• community representatives</li> <li>• copyright/legal representatives</li> <li>• current industry practitioners</li> <li>• employee association and union representatives</li> <li>• industry association representatives</li> <li>• industry managers</li> <li>• mentors</li> <li>• professionals from allied areas</li> <li>• speakers at conferences and seminars.</li> </ul>
<b><i>Learning opportunities</i></b> may include:	<ul style="list-style-type: none"> <li>• coaching, mentoring and supervision</li> <li>• exchange and rotation programs</li> <li>• formal and informal learning programs</li> <li>• industry placement</li> <li>• internal and external training programs</li> <li>• master classes</li> <li>• performance appraisals</li> <li>• personal practice and study</li> <li>• private tuition</li> </ul>

	<ul style="list-style-type: none"> <li>• seminars</li> <li>• symposiums</li> <li>• traineeships and apprenticeships</li> <li>• work experience</li> <li>• workshops.</li> </ul>
<i>Occupations</i> may include:	<ul style="list-style-type: none"> <li>• artistic directors, media producers and presenters: <ul style="list-style-type: none"> <li>• artistic director</li> <li>• media producer, excluding video</li> <li>• radio presenter</li> <li>• television presenter</li> </ul> </li> <li>• designers and illustrators: <ul style="list-style-type: none"> <li>• graphic designer</li> <li>• illustrator</li> <li>• multimedia designer</li> <li>• web designer</li> </ul> </li> <li>• film, television, radio and stage directors: <ul style="list-style-type: none"> <li>• art director, e.g. film, television or stage</li> <li>• director, e.g. film, television, radio or stage</li> <li>• director of photography</li> <li>• film and video editor</li> <li>• program director, e.g. television or radio</li> <li>• stage manager</li> <li>• technical director</li> <li>• video producer</li> </ul> </li> <li>• music professionals: <ul style="list-style-type: none"> <li>• composer</li> <li>• musical director</li> <li>• musician (instrumental)</li> <li>• singer</li> </ul> </li> <li>• other specialist managers: <ul style="list-style-type: none"> <li>• arts administrator or manager</li> </ul> </li> <li>• performing arts technicians: <ul style="list-style-type: none"> <li>• broadcast transmitter operator</li> <li>• camera operator, e.g. film, television or video</li> <li>• light technician</li> <li>• make-up artist</li> <li>• musical instrument maker or repairer</li> <li>• sound technician</li> <li>• television equipment operator</li> </ul> </li> <li>• photographers and miscellaneous technicians:</li> </ul>

	<ul style="list-style-type: none"> <li>• photographer</li> <li>• photographer's assistant</li> <li>• private tutors and teachers.</li> </ul>
<b><i>Career plan</i></b> may include:	<ul style="list-style-type: none"> <li>• current and comprehensive industry contact list</li> <li>• journal of achievements and skill development</li> <li>• local and regional support networks</li> <li>• proposed career goals, outcomes and pathways</li> <li>• self-assessment of current and required skills, knowledge and personal attributes</li> <li>• self-assessment of life and work values</li> <li>• timeline and action plan for achieving career goals</li> <li>• timeline and action plan for developing necessary skills and industry networks.</li> </ul>
<b><i>Purpose</i></b> may include:	<ul style="list-style-type: none"> <li>• job-seeking</li> <li>• further education</li> <li>• life pathway</li> <li>• recognition of prior learning</li> <li>• self-reflection</li> <li>• validation.</li> </ul>
<b><i>Presentation methodologies</i></b> may include:	<ul style="list-style-type: none"> <li>• CDs and DVDs</li> <li>• digital media presentations, including: <ul style="list-style-type: none"> <li>• photo slide shows</li> <li>• digital sequences with recorded sound</li> </ul> </li> <li>• exhibitions of work in a variety of display spaces</li> <li>• presentation cards, business cards and promotional folders</li> <li>• printed images, e.g. bound in book form or in folios</li> <li>• websites and interactive media.</li> </ul>

## Unit Sector(s)

Industry capability - industry context